



**A TRAINING MODEL ON AWARENESS OF PROVIDING
GOOD AND APPROPRIATE SERVICES
FOR HEALTH CARE PROVIDERS IN HOSPITALS
UNDER THE MINISTRY OF DEFENCE IN BANGKOK**

PATRA KAEWJONGPRASIT

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**With compliments
of**

บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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Thesis
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UNDER THE MINISTRY OF DEFENCE IN BANGKOK**

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The purpose of this study was to find an efficient training model on good service consciousness for health care providers of the hospitals under Ministry of Defense in Bangkok. The Scope of this research was to study the four structures of a training model which consisted of aim and objective, subject contents, technique and activity, and evaluation. The Delphi technique was used with 19 experts who had knowledge and experience in training and ethical development from the government sector, entrepreneur sector and private sector to answer three rounds of questionnaires. Percentage and frequency were used for the first round of questionnaires, and Median range and interquartile range were used in the second and the third round of questionnaires. The responses obtained from the third round were concluded as a training model need.

The results showed that 85 questionnaires were the most appropriate with very highly compatible opinions about almost all of the questions. It can be concluded that:

1. Objectives should be set up to aim at behavior development of personnel of all levels to encourage virtue and ethics to promote good service. physical, verbal and of the mind. It also emphasizes real and continued action at every place, time, and opportunity and equality with quality and professional standards and virtue to satisfy the service recipients, and to implant permanent good behavior regarding service awareness.
2. Content should contain both theory and practice in various forms: educational tours and other activities to be used as a strategy for permanent implantation and ethical conservation in the routine working system. Problems of service providers, recipients, complaints and ethical background of health care professionals in the hospitals should be used as training subjects. Behavior guidelines are laid down to create a culture of the organization, techniques of solving unforeseen problems and various practical guidelines.
3. Joint training technique and organizing activities should be used together to make participants generate full, permanent and sincere consciousness without only following instructions. Good and permanent consciousness depending on a role model, like superiors of all levels and resources persons should be good and appropriate role models all the time.
4. Surveying problems, training needs and follow-up research and evaluation should be accurate, systematic and reliable. Thus, the results would be beneficial, efficient and worth while correction and development of the organization and personnel.

This process would reinforce real for and serious good health care service behavior with quality, virtue and satisfaction service recipients and government policy on innovation of the civil services system and health care services system.

4237070 SHAC/M : สาขาวิชา : การศึกษาผู้ใหญ่และการศึกษาต่อเนื่อง ;

ศษ.ม. (การศึกษาผู้ใหญ่และการศึกษาต่อเนื่อง)

ภัทรา แก้วจงประสิทธิ์ : รูปแบบการฝึกอบรมจิตสำนึกการให้บริการที่ดีและเหมาะสมแก่นักบุคลากรทางการแพทย์ในโรงพยาบาลที่สังกัดกระทรวงกลาโหม ในเขตกรุงเทพมหานคร (A TRAINING MODEL ON AWARENESS OF PROVIDING GOOD AND APPROPRIATE SERVICES FOR HEALTH CARE PROVIDERS IN HOSPITALS UNDER THE MINISTRY OF DEFENCE IN BANGKOK.) คณะกรรมการควบคุมวิทยานิพนธ์ : นักรบ ระวีการณ, ค.ม., สิวลิ ศิริโล, อ.ม., สุพักตร์ พิบูลย์, MSCE. 173 หน้า. ISBN 974-04-1617-9

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อหารูปแบบการฝึกอบรมที่มีประสิทธิภาพในการสร้างจิตสำนึกการให้บริการของบุคลากรทางการแพทย์ในโรงพยาบาลที่สังกัดกระทรวงกลาโหมในเขตกรุงเทพมหานคร ขอบเขตของการวิจัยครั้งนี้ ศึกษาโครงสร้างทั้ง 4 ด้านของรูปแบบการฝึกอบรมซึ่งประกอบด้วยจุดมุ่งหมายและวัตถุประสงค์เนื้อหาวิชา เทคนิคและการจัดกิจกรรมการฝึกอบรม การประเมินผล ใช้วิธีวิจัยแบบเคลฟาย โดยผู้เชี่ยวชาญ 19 คนที่มีความรู้และประสบการณ์ด้านฝึกอบรมและการพัฒนาจริยธรรม จากภาครัฐ รัฐวิสาหกิจ และเอกชน ตอบแบบสอบถาม 3 รอบ ใช้สถิติร้อยละและความถี่ในรอบที่ 1 และค่ามัธยฐาน (M.dm) และค่าพิสัยระหว่างควอไทล์ (I.R.) ในรอบที่ 2,3 โดยนำคำตอบสุดท้ายในรอบที่ 3 เป็นข้อสรุปของรูปแบบการฝึกอบรมที่ต้องการทราบ

ผลการวิจัยพบว่า : ประเด็นคำถามทั้ง 85 ข้อ มีความเหมาะสมมากที่สุด และมีความเห็นที่สอดคล้องกันสูงมากเกือบทุกข้อ สรุปได้ดังนี้

1. ควรกำหนดวัตถุประสงค์ เพื่อมุ่งพัฒนาพฤติกรรมของบุคลากรทุกระดับให้มีคุณธรรม จริยธรรม และเสริมสร้างพฤติกรรมบริการที่ดีทั้งกาย วาจา ใจ มุ่งเน้นให้ปฏิบัติได้จริงอย่างต่อเนื่องทุกสถานที่ ทุกเวลา ทุกโอกาส และเสมอภาค ได้ทั้งคุณภาพตามมาตรฐานวิชาชีพและมีคุณธรรม สนองความคาดหวังและสร้างความพึงพอใจต่อผู้รับบริการ รวมทั้งควรปลูกฝังจิตสำนึกให้มีพฤติกรรมที่ดีได้อย่างถาวร
2. เนื้อหาควรมีทฤษฎีและปฏิบัติในรูปแบบต่าง ๆ ตลอดจนการศึกษาดูงาน กิจกรรมอื่น ๆ ที่เป็นกลุยุทธ์ในการปลูกฝังและรักษาจริยธรรมให้ยั่งยืนแทรกลงในระบบการทำงานปกติ ควรนำปัญหาทั้งจากผู้ให้บริการและผู้รับบริการ คำร้องเรียนต่าง ๆ ตลอดจนจริยธรรมที่เป็นพื้นฐานของผู้ประกอบวิชาชีพเวชกรรมในโรงพยาบาลมากำหนดเป็นหัวข้อการฝึกอบรมและกำหนดแนวทางพฤติกรรมที่ต้องการสร้างให้เป็นวัฒนธรรมขององค์กร ตลอดจนเทคนิคการแก้ปัญหาเฉพาะหน้า และแนวทางการปฏิบัติต่าง ๆ
3. ควรใช้เทคนิคและการจัดกิจกรรมฝึกอบรมหลากหลายวิธีร่วมกัน และต้องทำให้ผู้เข้ารับการอบรมเกิดจิตสำนึกอยากปฏิบัติเชิงจริยธรรมด้วยความเต็มใจและจริงใจจนเกิดเป็นจิตสำนึกที่ถาวร ไม่ใช่ทำตามที่ผู้สอนบอกเท่านั้น จิตสำนึกที่ดีจะเกิดแบบยั่งยืนได้ต้องอาศัยต้นแบบ เช่น ผู้บังคับบัญชาทุกระดับ และวิทยากรต้องทำตนเป็นแบบอย่างที่ดีได้อย่างเหมาะสมและต่อเนื่อง
4. ควรมีการสำรวจปัญหาและความต้องการในการฝึกอบรม ตลอดจนการวิจัยติดตามผลการอบรมและประเมินโครงการที่ถูกต้องเหมาะสมเป็นระบบ และเชื่อถือได้ เพื่อนำผลต่าง ๆ มาใช้ประโยชน์ให้คุ้มค่าในการปรับปรุงแก้ไข และพัฒนาองค์กรและบุคลากรได้อย่างมีประสิทธิภาพ

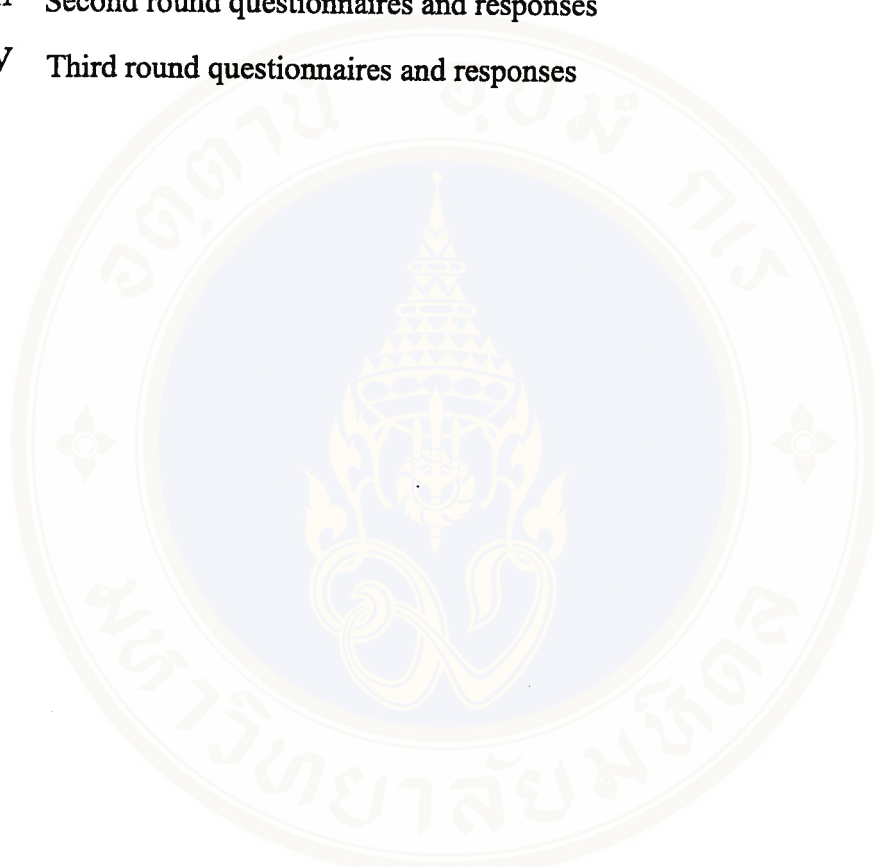
ทั้งนี้เพื่อส่งเสริมให้บุคลากรมีพฤติกรรมบริการในการรักษาพยาบาลให้มีคุณภาพ คุณธรรม และสร้างความพึงพอใจต่อผู้มารับบริการอย่างได้ผลจริงจัง และเพื่อสนองตอบนโยบายรัฐบาลที่ให้มีการปฏิรูประบบราชการและปฏิรูประบบบริการด้านสุขภาพ

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CHAPTER I

INTRODUCTION

1.1 Background and significance of the problem

Health care service profession requires knowledge, highly academic ability and ethical background to take care of the patients who suffer both body and mind. Health care service providers should be kind, compassionate and understanding human's suffering condition, realizing that the treatment should be taken as a whole components. It starts from body, mind, emotion, society, belief, value to attitudes or soul. These are ethics and good consciousness that are important to health care service existing in all health care service providers, and they will be the components to support present government health care service policy. The government attempts to improve health care service for the people with virtue, equality, covering the whole population and quality known as "Health Care Service System Expectancy". National Health System Reform Office (2000: 50) requires that National Health System Expectancy should consist of ethical system, and complete framework of virtue, ethics, right, and unity, and they should be able to work with each other both qualitatively and efficiently. Its system has basic intelligence that can be learned and adjusted continuously. It also requires that good health care system expectancy should

- 1) Be offensive and building good health .
- 2) Realize the rights and good service for all Thai people.
- 3) Have good health promotion system for all Thai people.
- 4) Have highly efficient control and disease prevention system, and highly threatened health problem.

5) Have all sorts of health care service system and levels with fairness and quality that can be investigated.

6) Have financial system the people are accessible to its services.

7) Have complete health personnel system with service system standards both academic and ethics

8) Have quality health control system to build people's confidence both standards and fairness.

9) Have strong health control system, safety insurance and right protection for consumer's rights.

10) Have filing system to store data, knowledge and news on efficient health, to build fairness, to insure transparency and the mean to really gain people's efficiency.

11) Have complete, efficient, equal, transparent and investigated management and control organization with the people's cooperation.

To achieve health care system expectancy, health care service providers should have not only knowledge and health care service ability, but also good attitude and ethical behavior existing and continuing active at all places and opportunities until they become habit of the organization. The habit can be built systematically with the change of attitude , conscious development on virtue-ethic aspect in health service occurred clearly and accurately leading to behavior development needed. (Jintana Boonbongkarn, 1998: 7). It is therefore organizing good conscious service training to change attitude, to build motivation successfully and correctly, is the heart of improving quality service in government sector.

Good consciousness of people depends on important ethical components. Duangduen Pantumnawin (m.p.p. : 2-3) describes that

1) Ethical knowledge refers to the knowledge of his/her own society. He should know what type of conduct he should or shouldn't behave, and whether or not it is appropriate or inappropriate .

2) Ethical attitude is the feeling of people related to variety of ethical behaviors. Most people's ethical attitude are compatible to value of that society, but some might be different. Ethical attitude can be used to predict ethical behavior of the people more precisely than using ethical knowledge alone.

3) Ethical reason refers to the people using reason in selecting behavior whether or not to behave.

4) Ethical behavior refers to favourite social behavior of people choosing whether or not to express, depending on rules or social value of that particular society. It is more important than any other components, because good or bad behavior of people affects directly to happiness and suffer of the people in that society. If ethical behavior exists in health care providers it will affect and relieve the patient's suffer, and the service recipient's happiness leads to health expectancy. Conversely, if the service providers lack of good consciousness, has inappropriate service behavior they will directly and negatively affect the patients.

The hospitals located in Bangkok are Bhumibol Adulyadej hospital, Pramongkutkiao hospital, and Somdejpranangkiao hospital where their characters of work are almost the same as all general public hospitals. The difference will be on administrative policy and some various missions. The researchers have randomly surveyed various problems at Bhumibol Adulyadej hospital by

- informal observing, questioning and interviewing executives, staff and service recipients both in and out patients from July to December 2000.
- collecting some data concluded by relationship branch of the hospital from suggestion box of the hospital from 1998- 2000.
- collecting data from research survey on satisfaction of service recipient at out patient section of the hospital from 1997- 1998 conducted by Technical Division of Directorate of Medical Services, Royal Thai Air Force.

- Collecting data from research survey on satisfaction of service recipients at all special service sections of the hospital from 1997 - 1998 conducted by Health Education and special service section. All problems and basic data can be concluded as follows:

1) Number of service recipients and quantity of work increased, but budget and staff decreased especially number of employees were decreased in number of working day along with early retirement project that negatively affect service behavior of medical personnel resulting from the adjustment of administrative framework.

2) Mission of the hospital is to offer health service to military personnel, family and employees of the same force. The service will be administered to military personnel first, then civilian. This service system evokes emotion and reaction from civilian who assumes that doctors, nurse and health care avice providers play double standards that cause bad attitude towards health service providers.

3) Typical role of military service officers who have fixed idea that civil servant status is higher than ordinary people. They sometimes control, threaten, suppress and behave impolitely towards service recipients.

4) Increasing number of patients and quantity of work but decreasing number of personnel make the service providers do more work than talk. They want the work done quickly without enough time to talk to the patients that it evokes more misunderstanding, and conflicts between medical providers and patients.

5) Health care service in the hospital have brought modern technology to use which is of greater productive, but it causes a lot of complication to service recipients, increases higher cost of medical fee and creating conflicts and relationship between patients and health care providers that the patients can not obtain the answer from the complication of service by themselves.

6) Various crisis results in the hospitals adjustment and higher competition in every aspect of services. The development of different type of working systems and working model including modern technology and knowledge using various quality

control systems to insure and emphasize quality of work presented to executive and organization are the main principle resulting from the crisis. Working by depending upon the executive feeling's principle is the weak points of health care service development. Conversely, the most important component influencing service adjustment on government sector to succeed, is the human factors who possess good service consciousness and determine to adjust public health care service (Jintana Boonbongkarn, 1998:7).

Health care service in the hospitals need improvement both service behavior and service providing because health care service^s requires~~s~~ meticulousness, responsibility, compassion, kindness and different psychological people in service behavior to make service recipients happy, with body and mind, society, emotion and soul during their ill period. It is therefore health care service providers depends upon “ good consciousness and attitude ”, professional ethic, idea and virtue-ethics that are higher than rules and regulations to be used in health care service. They are important components that make hospital service behavior accurate , safe , standardized, to impress service recipients resulting in decreasing various problems and conflicts among patients, relatives and staff. Examples of problems and conflicts occurring are misunderstanding, erroneous work, accident during work, causing damage on the patient part , incident infection, unanticipated death, missing information, bad emotion, over medical fee expenses, missing opportunity and wasting time, long stay and the loss of image and reputation of the hospitals. The training model to build efficient service consciousness for service providers in the hospitals is the most essential to quality of service development, and It is the most important role for training institute and medical development personnel to realize and respond.

Personnel development for consciousness and good attitude toward better working personnel consists of model and concept development. Chamnan Poo-iam (1994 :15) stated that personnel development concept should focus on all levels of personnel to receive new knowledge and new concepts . He pointed out that “ We can

not live happily , honorably and nobly in present society if we do not improve our standards of past habit ". We have to think of service recipient's need and expectancy as a primary goal, because quality of service is not measured by feelings of service providers any more, but by service recipients feelings.

Process of training for knowledge, understanding and skill of professional aspect has many strategies and techniques to choose that they can help build skill successfully without any difficulty. However, training to build consciousness is difficult to obtain effective and continual skill .

With these problems in mind, we need various models and principles that are right to the knowledge and appropriate to the training to build good service consciousness to effectively and continuously achieve objectives. Many technocrats present conceptual model. Boontham Kijpreedaborisut (1997) presented 3 main components of model with their meanings.

- 1) Idea is the symbol, philosophy and purpose.
- 2) Structure is a part of content coming together to form idea.
- 3) Modes/Means make model. Model is a mean to create content structure to conform to ideas, philosophies or purposes.

Research on model finding for the training of good service consciousness suitable for health care providers in the hospitals under Ministry of Defense has not especially done. Researcher has thought that organizing good service consciousness training or virtue-ethic training for all levels of personnel in the hospitals is needed for the researcher to study. Worawee Puengvivatnikul (1997: 345) conducted research on intelligent ability and ability to use reason on ethics of members of parliament. He concluded that

- 1) Male and female have the same ability in the use of ethical reason.
- 2) Different ages have the same ability in the use of ethical reason..
- 3) Different educational levels have the same ability in the use of ethical reason.

- 4) Different professions have the same ability in the use of ethical reason.
- 5) There is no correlation between intellectual ability and the use of ethical ability.

We learn from this study that people from every professions, sexes, ages, and educational levels can learn and be taught virtue, ethics and consciousness together because their intellectual abilities are not correlated with their ethical abilities.

From aforementioned problems, abilities, concepts and various principles have drawn the researcher's attention to do the research to find out model and begin an efficient training. It can be used as a guideline in creating training curriculum and building good consciousness for appropriate service behavior of health care providers in the hospitals to have quality, efficiency and continuity of service skill and virtue at every place, time and opportunity with equal and fair treatment. They will become their habit and the culture of the hospitals that impress service recipients. Moreover, executive might consider them into virtue-ethical development policy consistent to government policy on virtue-ethics development for service consciousness and public service improvement of government sector.

1.2 Purpose of the study

This study is to find an efficient service consciousness training model for health care providers in the hospitals under Ministry of Defense in Bangkok.

1.3 Research questions

What should a training model for building good service consciousness for health care providers in the hospitals under Ministry of Defense in Bangkok suitable for four structures be like? Its concept is set up to study as follows:

- 1) Aims and objectives of curriculum
- 2) Contents of curriculum

- 3) Teaching techniques and learning and teaching activities
- 4) Evaluation

1.4 Scope of the study

The study is to find a training model for building service consciousness for health care providers appropriate to health care service in the hospitals under Ministry of Defense in Bangkok that sets up 4 main structures.

- 1) Aims and objectives of curriculum
- 2) Contents of curriculum
- 3) Teaching techniques and learning and teaching activities
- 4) Evaluation

1.4.1 Researcher studies and synthesizes the experts' opinions using Delphi technique.

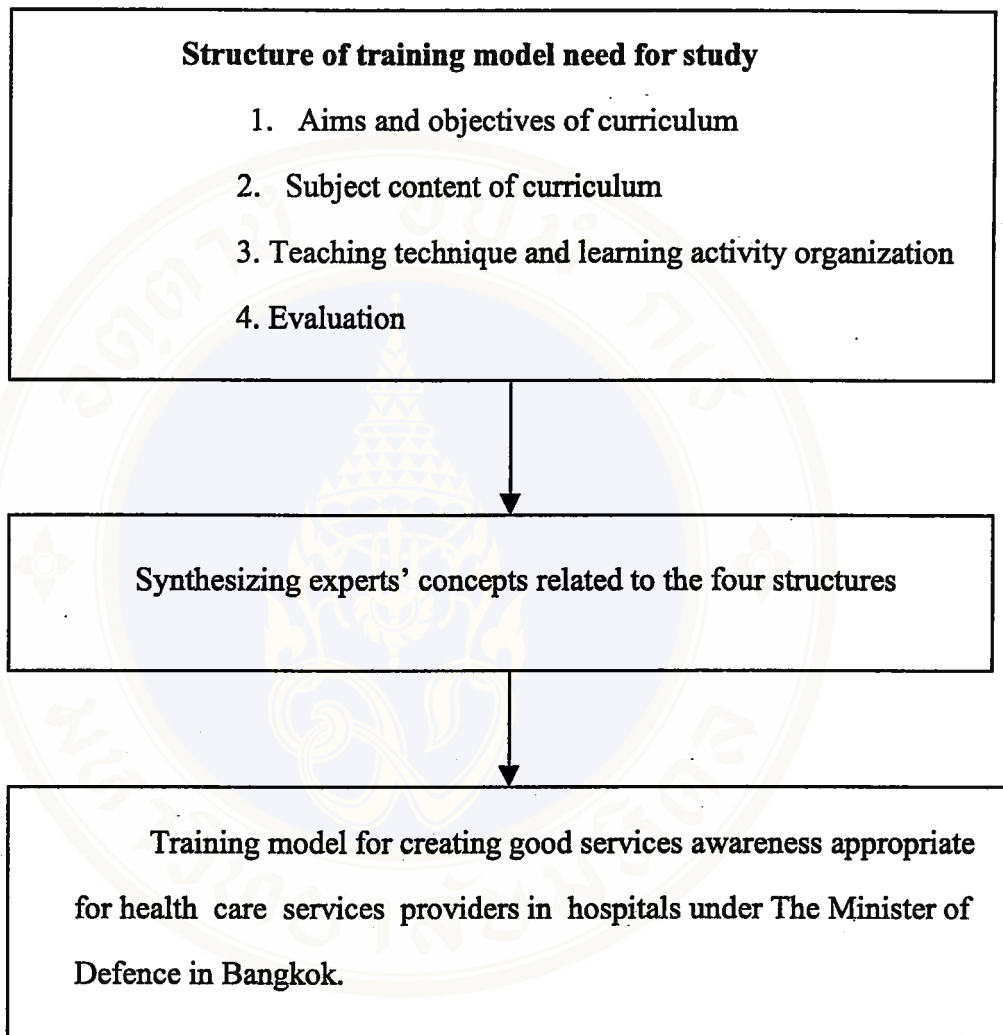
1.4.2 Researcher studies by collecting data at least 3 rounds to conclude training model covering 4 structures set forth for study.

1.4.3 the criteria used for selecting experts

Group of 19 experts of all ages and sexes with experiences in curriculum, teaching and training service, teaching virtue-ethics, and holding at least bachelor degree with 10 years direct working experience were chosen to answer research questions using Delphi technique coming from

- 1) University Affairs Department, Buddhist University, monastery, private sector and government sector total of 7.
- 2) Eminent doctors, nursing instructors from Bhumibol Adulyadej hospital, Pramongkutklao hospital and Prapinklao hospital total of 6
- 3) Training personnel managers from famous service organizations of government sector, private sector and state enterprise total of 6.

1.5 Conceptual frame work



1.6 Definition of terms

“ Training model ” in this study refers to concept and principle method used as a guideline for training services consciousness of health care providers in the hospitals under Ministry of Defense in Bangkok, consisting of aim and objective, subject content, technique and organizing training activity, and evaluation.

“ Health care providers ” refers to doctors, nurses, pharmacists, dentists, medical technologists, aid nurses and other supporting personnel in the hospitals.

“ Hospitals under Ministry of Defense in Bangkok ” concerns with

- Bhumibol Adulyadej hospital
- Pramongkutklao hospital
- Somdejprapinklao hospital

“Good service consciousness providing” means realization and concentration in providing desired health care services with the whole components that are body, mind, spiritual society and spiritual soul.

1.7 Expected outcome and benefits

Model of training derives from the study should be used as

1) Guidelines on writing training curriculum to develop service consciousness of health care providers in the hospitals to have effective and continuous service behavior providing for the patients with quality and virtue at every place, time and opportunity equally and virtuously, until it becomes the culture of organization.

2) A decision making data for executives to set up policy and training plan on virtue - ethics and consciousness for health care providers in the hospitals to be effective and accurate according to educational principle.

3) New knowledge guidelines on service consciousness training in the hospitals providing for resource persons, training persons, teachers, lecturers at various institutes, to teach medical students and nursing students right to educational principle.

CHAPTER II

LITERATURE REVIEW

The purpose of the study is to find an efficient training model for the training of good service consciousness for health care providers appropriate to the hospitals under Ministry of Defense in Bangkok, both structures and characters. The study makes use of textbooks, documents, research works and various journals related to this study. There are

- 1) Model and training process .
- 2) Psychology and principle planning activity for adult education.
- 3) Concept of consciousness.
- 4) Theoretical concept and model of virtue-ethics creation.
- 5) Theoretical attitude and the change of attitude.
- 6) Concept of health care service providing for quality and virtue.
- 7) Delphi technique.
- 8) Related research.

1. Model and training process

Concept and meaning of training

Many technocrats have defined various concepts of training.

Roenglak Rojanapan (1986:7) stated that training is the process of personnel management to enable better and efficient organization and successful administration. It is also a tool for problem solving occurred from work, and is a service for supporting work efficiency. At present various education and technology are especially and quickly advanced if a person does not try to gain and improve

his/her knowledge, skill, experience and attitude, he is walking backward. Training plays an important role in helping the person to be able to work efficiently and constantly for the benefit of organization as a whole.

Kris Ampoch (1992) defined that training is to help equip participants with knowledge, ability, skill and attitude appropriate to any particular subject that results in ability to work efficiently as it is assigned or it will be assigned in the future .

Nak-rop Rawangkarn (1997:24) described that training is an important tool for organizational development and a strategy for human development. Its result is valuable and efficient if training program is well prepared with the right directions and purposes towards personnel and organization. Personnel of the organization is a valuable asset and must be well looking after and improved.

Mental health development office, Health department (2000:5) defined that training is the process used to provide knowledge, technique, working knowledge and accurate working to change and to improve personnel behavior of organization. It helps the people to understand and comes up with skills, and to have either the right change of attitude or the desire of organization. It can be said that training is a method for personnel development and life learning.

Leonard Nadler (1979) stated that training is an orderly and systematic activity provision during time and model required to help change to desired behavior.

From its meaning and concept can be concluded that training is the method used to improve personnel that it must have plan, working process, clear objective for the people to change their behavior as required. They should come about with knowledge, understanding and working skill related to their duty or any other work within time required to change of attitude to support better and efficient work at present and in the future.

Training model

Technocrats defined that training model consists of setting up purposes, content structure and various methods leading to successful purposes. At present selection of training model is very important. Educational Reform and National Education Act set up concept of educational provision and training aimed to improve learner to be “ skilful, good and happy, intelligent, able to work and solve problem “ by using either integration or reform teaching method to change various behaviors. The changes are the results of building good attitude first, then providing concept or principle to lead to action for the successful purposes. Many technocrats lay out various systems of conceptual framework .

Boydel (1975 :5-8) referred in Atiya Sornkasetrin, (2000 : 57-58) that there are 10 steps of systematic training.

- 1) Find training need
- 2) Take work or mission to be developed into consideration
- 3) Analyze work or mission to be developed
- 4) Select personnel to receive training
- 5) Set up training objective
- 6) Write training curriculum
- 7) Plan training organization
- 8) Begin training
- 9) Evaluate training results
- 10) Long-term follow - up

Nadler (1982:11-13) built training system and development consisting of 9 steps.

- 1) Set up training need of organization
- 2) Set up particular work to be done
- 3) Set up personnel need to receive training in the organization

- 4) Set up training objective
- 5) Write training curriculum
- 6) Select training technique
- 7) Select training instrument
- 8) Begin training
- 9) Evaluate and follow up training results and feedback

Radwell , Susie stated that important components to help succeed training is to know how to choose method and various principles of training process correctly and appropriately to characters of work, technical skill and training objective. Each training method has different results, it is therefore training should not used either one method alone, but the combination of various methods to obtain full training results referred in Anukul Yiangpluegsawal (1997 : 14-15).

Selection of method training requirement depends on 3 important components.

- 1) Aim and objective of work or position to be trained
- 2) Content subject to be used for training
- 3) Psychology of adult learning

Conclusion

Good training process starts from selection of method and various principles for each step of training system to correctly and appropriately use in consistency to objective of each training. Training people have to be knowledgeable, skilful and understanding principle and theory that will help full and efficient training in relation to every step of training process. It begins from training need, system analysis, organization, work , knowledge, capability, skill, attitude, training process, follow up and feedback, to psychology, broad vision related to training system and personnel training process development conformable to the need ,requirement and current and fast social situation changes. Personnel training must serve the need of the nation compatible to national policy and personnel planning and working units concerned.

Guidelines of training

Training begins with training organizer bringing personnel training development plan of that working unit to find out the training need, then setting up training purpose to work on course structure with content selection to complement purpose, finally putting it into actual field work. The said activity provision will be successful if the training organizer understands the following training guidelines.

1) What to think about training is to understand the different needs of human, individual difference, principle of adult learning, knowledge and ability to apply technique and method of knowledge transfer, selection of teaching aids appropriate and useful to participants.

2) Type of training will enable training organizer to set up both objective and training content as well as selection of appropriate technique, such as training for assuming new position. This kind of training objective is to enable the person to be able to deal with new responsibility. The technique may make use of case study, behavior imitating model or real life behavior.

3) Model and process of training. Training organizer has to choose training model and process appropriate to objective, such as training objective to solve working problem. The suitable model is to start with problem, then exchange experience leading to practice, experiment, and planning to put it to work, finally evaluate it for adjustment and correction. Participants will accept this model and believe that their problems have been really solved by the process of the model.

4) Training system and development refer to training model and development that have been orderly arranged starting from training need to follow up for feedback data to be used for training and development. Different steps will be correlated.

5) Training trend is the movement of training and development that will change according to social, economical and political conditions. Thus, national policy must be modern, sticking with situation, appropriate, and complementary both macro and micro policies.

6) Building motivation for participants. Robert G. Ovens stated that every body has his/her own needs, such as labors' need is to have higher wages to motivate them to do better work. Ovens' objective is to show that higher wages is an important motivation to working. Should this principle be brought into training, participant must be motivated to envision benefit and learning need that enable him/her to work better and higher position. This method will influence participants to understand and pay attention to the training. Ovens' principle is consistent to O. Jeff Harris who believes that participants will respond most to the training program. Should participants learn that learning is essential to his job responsibility and problem solving, training will generate motivation and reinforce him/her towards training.

7) Training or knowledge providing is the need to have skill changed towards any aspect. It might change knowledgeable skill, idea. When actions are really performed, variety of training methods should be used for participants to learn, understand and enable them to action. Worker's Education and its Technique revealed his opinion on learning method as follows:

- Learning by listening only, the learner can remember only 30%
- Learning by either seeing or watching only, the learner can remember only 30%
- Learning by listening, watching and seeing, the learner can learn and remember 50%
- Learning by listening, watching, seeing and discussing, the learner can learn up to 70%
- Learning by listening, watching, seeing, discussing and building the new thing and action, the learner can learn and remember up to 90%
- Vijit Awakul (1997: 82-87) classified type of training.

1) Pre-service training is the first training period arranged for personnel who just graduated from school, college and university such as doctor, engineer or chemist, prior to assuming full position.

2) Orientation training is also the first training period to admit person into work place. The training has 2 objectives. One is to introduce new comers to get to know the organization better, another is to offer more training related to assigned work.

3) In-service training or On-the job training consists of all sorts of training provided for personnel after they have worked at the position for a certain period of time to gain more knowledge, experience and skill to adjust attitude or various work efficiency at all levels. The training aims to enable them to deal with responsibility or position.

4) Specific training is a training technique or particular training task that is specially arranged by that unit to support main work to get better and efficient.

5) Special training is a special training beyond principle training, such as fire disaster relief volunteer, boy scouts community, red cross volunteer, relief unit or any social training benefited to society.

For consciousness training, good service appropriate to health care providers in the hospitals under Ministry of Defense in Bangkok is an In-service training to gain and adjust their attitudes. These components support quality of work service in the hospitals with more quality, virtue and higher efficiency, therefore model and training process must be appropriately chosen to conform to objective, and real action.

Important orders of training management

1. Setting up the purpose

In each training course, different organizations have different training purposes, Temduang Ratanatasanee (m.p.p: 1) referred to the aim of training as follows:

1) To improve organization to move forward with advanced knowledge, science and technology to be applied appropriately to workunit and to compete with external organization

2) To train skill and gain work efficiency for work unit in the organization to prevent making mistake that will result in lower accident and expenses, and higher working capability.

3) To adjust and correct organization's problems, such as inactive working, lack of unity, unconformable objective to work unit, tiredness and discouragement, lack of working moral or unsatisfied customer service. Organization wants to improve its personnel to be efficient and lift quality level of organization.

4) To improve human resources of the organization to progress in his/her position and to be able to expand his/her more responsibility or get to higher position, and to systematically plan personnel administrative development as organization required.

Vijit Arwakul (1997:15) disclosed that objective of training aims to change the people to gain knowledge, skill and ability . It is divided into 3 aspects.

- 1) Knowledge aims to teach the participants to better understand.
- 2) Skill aims to enable the participant to have higher working skill.
- 3) Attitude aims to teach participant good attitude and creativity.

Conclusion

The purpose of training focuses on gaining people's knowledge, attitude and skill for solving problem occurred in the organization, adjusting or gaining efficiency in working. It is the development of personnel and organization.

Consideration of training need

Somkid Bangmo (1981 : 40-49) stated that training need is to find out work condition or work problem, people's problem in the organization that can be corrected by training to enable the organization to move well to the objective. Consideration to training need must be compatible to problem and objective of the organization.

Kruewan Limapichart (1988:32-33) concluded that problem and obstruction occurred in the organization should be taken into consideration. There are

- 1) Higher rate of waste matter
- 2) Lower rate of work standards
- 3) Longer time spent in learning to work
- 4) Longer time spent in working
- 5) Not using full capacity of instrument or machine
- 6) Higher rate of accident
- 7) Higher rate of personnel's resign, absence from work, and finally job desertion
- 8) Inactive work.
- 9) organization's poor reputation
- 10) higher rate of customer's complaints

Type of training need

Training technocrats divided training need into various types, Somkid Bangmo (1999 : 41-49) divided it into 2 main types.

1) The clear need to be trained

The training can be performed immediately should the following situations occurred.

- 1.1 New employees
- 1.2 Work or position Transferring or changing or promotion getting or rotation of personnel
- 1.3 Expansion of work/ professional planning
- 1.4 Change of production method
- 1.5 Some important situations occurred in the organization

2) The finding need.

This type of need will appear in various forms that should be analyzed its cause whether it can be solved by training. There are many circumstances indicated that the problem must be analyzed. There are

- 2.1. Low production/high cost of production.
- 2.2 Ignorance of orders.
- 2.3 High frequency of accidents.
- 2.4 High frequency of business leave of absent, sick leave, late for work and leave work.
- 2.5 High rate of complaints and conflicts among colleagues.
- 2.6 Delay in service, waste too much time and money.

Methods of study and data collection for training need analysis

1) Observation is used to complement other method. It has to be systematic and planning for what to observe, when to secretly observe and record without observed person's awareness.

2) Survey of opinion might make use of interview, question and answer form or use with other methods, such as attitude toward work, organization or customers.

- 2.1 Survey of working personnel in the organization
- 2.2 Survey of administrator's opinion
- 2.3 Survey of executive's opinion

3) Study of document and various data and interesting statistic in the organization.

4) Comparison of organizational standards.

- 4.1 Investigation of successful work to find out whether it goes along with plan.
- 4.2 Comparison of work results with work standards

- 5) The use of data taken from work results
- 6) Testing to find out whether training should be performed.
- 7) Brain storming to get more ideas to make decision, then put them together for careful analysis
- 8) Organizing seminar for all levels of personnel in the organization and inviting representatives from all sections to attend the meeting with committee board and external experts.

The data collected will be scattered. It is a responsibility of training person to collect them, group them and analyze them. The orders of conducting are

- 1) Collecting data from all resources.
- 2) Examining data for correction
- 3) Analyzing data by grouping them for analysis
- 4) Solving problems by training will be brought to action.
- 5) Finding out training need
- 6) Beginning the training

Training need Analysis

General analysis can be divided into 3 main aspects that are

- 1) Organization analysis
- 2) Mission of organizational analysis
- 3) Personnel analysis

1. Organization Analysis

- 1) Analyze relationship of organization with external environment
- 2) Analyze organization's production and subjects
- 3) Analyze organization's atmosphere and work

2. Missions analysis

- 1) Analyze job description
- 2) Analyze task & action

3. Personnel Analysis

- 1) Analyze behavior expression such as diligence/laziness/endurance/responsibility/absence from work
- 2) Evaluate personnel production, number of production/complaints/ customer compliment
- 3) Test capability of working to compare, compete for promotion and personnel motivation to work

Conclusion

Prior to every training the training need should be sorted out first because training is sometimes obvious, essential, and searching. The searching methods consist of different concepts to be chosen to use. The responsible providers must select the most appropriate methods for the training purposes to lead to a worthy training.

3. Building of curriculum

Significance of training curriculum

Vijit Arvakul (1997 : 139) stated that training curriculum is an important key of training because it is an indicator to guideline of personnel development or to informing of what it is in the training program.

Training curriculum.

- 1) Is a working plan of lecturer or instructor, because it sets up guidelines of objective, content, method of training and evaluation.
- 2) Should be flexible and able to adjust and change to conform well to various situations.

- 3) Should derive from training need analysis.
- 4) Should be a tool to enable training to succeed as it is planned.
- 5) Should result in action and exchange of knowledge and working experience to educational transferring and practice.
- 6) Should be good and emphasizing technique transferring of various types of knowledge, and the use of suitable teaching aids in teaching.
- 7) Should be good and appropriate plan for participants to benefit, interest, and learn to reach objective set forth.
- 8) Should be good, evaluated, and listening to opinion of participants and people concerned to adjust and improve curriculum to be efficient for future training.

Knowledgeable data for building curriculum

In building good training curriculum, the organizer should be knowledgeable, understanding and studying various aspects, such as philosophy, objective, subject content, problematic condition and various experiences to help build better curriculum. He should have the knowledge of

- 1) Concept and philosophy of training and human resources development.
- 2) Subject content by studying from experts or instructors and participants' learning nature.
- 3) Subject content related to curriculum building, and primary and advanced subjects.
- 4) Social condition, economics, politic, administration, rules and law concerned including custom, culture and tradition that successfully affect learning and behavior curriculum and reinforce training.
- 5) Participants' information such as his/her interest, economic data curiosity, society and the various needs.

6) Development data, information technology on advanced training, such as teaching aids, new method of teaching to develop or include it into curriculum to make it modern and fully complete.

Processes of curriculum building and development

Vijit Arwikul (1997 : 141) suggested that curriculum building and development should follow these processes.

1) Setting up purpose and policy . It is to find out behavior needed to be changed and uses it as a requirement of criteria to achieve its objective.

2) Laying down various subjects. Selection of subjects, contents, instructors, activities, techniques and methods of training enable to change and develop participants' behavior as objective set forth.

3) Putting curriculum to efficiently and productively work or manage. The important part is to select participants, instructors, technique and method of training, audio-visual aids and training atmosphere

4) Evaluating curriculum. Content, order, training method and practice technique are evaluated. The corrected and adjusted results have been brought to repeatedly use as it is a development cycle of curriculum that continues to get stronger and higher efficiency.

In building curriculum for any educational program, it is essential to think of participants' society. Taba (1962:27) pointed out that the importance in building curriculum is to serve social need that consists of the following steps

- 1) Analyzing social need .
- 2) Correcting and writing objective
- 3) Selecting subject content conformable to objectives
- 4) Ordering contents
- 5) Selecting learning experiences
- 6) Ordering learning experiences
- 7) Laying down scope of assessment and evaluation of success

Components of curriculum

Taba referred in Suriya (1987:20) that all sorts of curriculum should be composed of 4 components.

- 1) Aim and objective
- 2) Method of teaching or learning and teaching organizations
- 3) Subject contents
- 4) Evaluation

Process of curriculum development

Any academic curriculum that can not fully serve the need of organization, is due to the complex process of curriculum building and thinking. Therefore training organizer should be knowledgeable and meticulous in making decision that has many components to take into consideration in curriculum development.

Herrick (1959 :242-244) asked these questions.

- 1) Who will consider what should be taught? It is the first question prior to building curriculum that the organizer should think about it.
- 2) Who will be responsible for curriculum planning ?
- 3) In view of what to teach, the organizer should think of where to obtain data, such as from participants' nature of learning, and daily living conditions.
- 4) How the method will be applied ?
- 5) How learning results will be evaluated ?

Nicholl and his team (1972 :14) suggested that curriculum development comprises 4 elements.

- 1) Purpose or objective setting
- 2) Content and experience setting
- 3) Application method
- 4) Evaluation

Components of curriculum development

1. Laying down aim or objective of curriculum

Curriculum objective should be consistent to educational aim stated that “ what are they going to study for? ” The right answer to this question should derive from investigated and researched data of the real needs.

2. Management of subject content and experience

Nicholls and his team (1972:16) stated that objective is set up, subject and experience to enable the learner to develop is viewed to find out what subject content should be taught first or later to help the learners to successfully associate. This raises two questions.

1) What subjects should the learners acquire ? And what experiences should be the learners' pre-requisite?

2) How the experiences should be ordered to enable the learning to highly achieve?

3. Application method

Curriculum application is to put complete curriculum project into action. This process includes academic management of the training institute to enable instructor and learner to work together to the highest efficiency and great success.

4. Curriculum Results evaluation

Curriculum Results evaluation is to answer whether the curriculum is successful as the objective required.

Taba (1962 : 25-26) suggested 5 evaluation criteria.

- 1) Evaluation should be correlated with objectives.
- 2) Evaluation should be broad and deep.
- 3) Evaluation should be present and up to date.
- 4) Evaluation should lead to curriculum analysis to find out the weak points.

5) Evaluation should be continuous because curriculum and teaching method can not be separated.

Conclusion

Curriculum evaluation should be conducted regularly because the problem of curriculum application and teaching method may always arise. Regular curriculum evaluation can help solve problems, improve and easily adjust to better results. After evaluation, curriculum development person has brought all weak points for correction which is a curriculum adjustment.

4. Consideration of training technique

Training technique to improve knowledge

Benjamin Bloom divided the levels of simplicity and difficulty of the knowledge as follows.

- 1) Basic knowledge is either recall or remember something
- 2) Comprehension is able to comprehend and translate.
- 3) Application is able to use various learning rules and regulations in new situation.
- 4) Analysis is able to identify any thing such as identification assumption.
- 5) Synthesis is able to create new thing using part or element to write essay as an example.
- 6) Evaluation is able to use judgement to analyze a valuable thing or many things, such as valuable probability of work or problem solving or any material or aids.

Results of study and research on training technique application that change or gain knowledge, skills and attitude of participants showed that some techniques such as case study or group discussion and demonstration, enable the learner to gain both knowledge and skill (UNESCO, 1978 : 67). Boonlert Pairin and his team (1985 : 85-

129) found that lecture technique should always be used to help gain knowledge or skill or attitude prior to any other techniques.

Training technique for knowledge improvement consists of

- 1) Lecture
- 2) Panel discussion
- 3) Symposium
- 4) Group discussion
- 5) Programmed Instruction

Training technique for attitude improvement

The efficient change or improving knowledge or skill of people depends on attitude, satisfaction, intention and good opinion towards learning. Main objective of training is toward behavior change or the use of that behavior in the organization.

From study and research found that training should change value first then attitude. Behavior should be changed first followed by attitude because behavior influences emotion and comprehension of people.

Bloom ordered good attitude components from simplicity to difficulty.

- 1) Receiving is the will to listen and interest.
- 2) Responding is an intention to do thing.
- 3) Valuing is to know how worth the value of thing is, and what it is related to. Self-consciousness can be expressed opinion on behalf of the group, for example.
- 4) Organizing is to set up a correlation with various values coming up with new system.
- 5) Characterizing is to set up any particular character, such as value and attitude.

Attitude can be changed in 2 ways.

- 1) Coerced change is fast but remaining short period of time which is ineffective.

2) Participated change is slow, remaining long period of time, continuous and effective. It can be said that application technique plays an important role in the more success of training if instructor is recognized that he/she is an example of a good role model possessing appropriate and efficient training technique. Participants are satisfied and the attitude changed has been reinforced by praising, accepting or rewarding as it is desired.

Selection of training technique for attitude change comprises

- 1) Role – Play
- 2) Case study
- 3) Sensitivity training or group training
- 4) Fishbowl
- 5) Syndicate method

Participatory type of attitude training model

Mental Health Department, Ministry of Health (2000 :32-35) presented participatory type of attitude training model containing content and important steps as follows.

Training or teaching attitude is the change or reinforce the learners' consciousness, ideas and belief toward something. It is the training to reinforce good attitude of personnel toward their organization and work. The more good attitude toward work they have the better behavior they become.

Organizing of attitude training can make use of 4 learning components.

- 1) Experience —→ building of consciousness
- 2) Reflection of consciousness / Discussion
- 3) Final ideas —→ process of thinking and believing
- 4) Experiment / application

Since attitude consists of idea, belief and consciousness, instructor should organize activity to reinforce and to change them. Experience organizing activity is a

consciousness building step, whereas reflection and discussion are the organization of idea and belief systems arising from final ideas adjustment. Finally, it is experimented and applied.

1. Organizing consciousness building step

Organizing consciousness building step is to motivate or persuade the learner to do what the teacher wants to lead to organizing idea, and belief systems, then building them to be attitude or to change previous attitude to conform to objective. The important thing in building consciousness activity is a media or many popular activities mostly used are

Media It is fiction or non-fiction that comes up in various forms, such as case study, article, record, letter, script or tape, and video. They are efficient and facilitated application to consciousness building, however, each media has strong and weak points and its limitation to consider.

- Script is easy to use depending on ability of the teacher to use emotion, voice and rhythm to motivate the learner's feelings.
- Tape is made up of reading loud voice, script with music. The use of professional people's voice will help motivate the learners' feelings.
- Video is made up of voice and picture to motivate the learner's feeling better than any other media, but the technique problem may arise, such as conditions of picture and voice, and the size of room and number of student.

Activity The teacher organizes activity for the learner to participate in motivation or consciousness building by using these activities.

- Drama using short-story for the learners to play, have them rehearse prior to real performance. The learners will be interested very much in this activity, but the important thing is on the performers. The story has to motivate the audiences' emotion and should not have many scenes. Each scene should be short and easy to perform and interesting to follow.

- Radio drama - The learner can perform easily using board as a scene. Have them read or speak with emotion as it is in the script, but they need no performance.
- Marionettes - It is good to use with the group of children. It is the story the performer hardly acts and has more complex roles than drama because of its narrator.
- Group activity relationship - The group containing subject content related to attitude need should be selected to enable them to build consciousness related to good thinking and belief systems.
- Other activities such as debate, assumption roles, imagination. If they are arranged in consistency to objective to motivate consciousness appropriate to the learner, they will help to build and change attitude.

Organization of consciousness building step has 2 major activities the teacher must provide for the learner.

1.1 Consciousness motivating is the use of media and aforementioned activities such as if the teacher wants to teach the learner to sympathize with abortive women she may read the letter of her writing to their close friends telling them their need to have abortion and how they feel about it.

1.2 Self - expression is to draw experience, ideas, and consciousness. It can be said that it is an attitude of the learners toward situation or behavior coming from media the learners present. There are various feelings such sympathy, critic, dislike, disagreement, and agreement. Learner self-expression has many methods.

- Have the learners tell the group their feelings directly to share experience.
- Play the person in the story to share experience on sympathy like the person in the story.
- Write and share readings among friends. It is appropriate to introverted learner. This method can make use of these 2 models.

Model 1 - The learners write their stories then read them to the class.

Model 2 - Each learner writes his/her feeling or idea without signature then exchanges the writing and reads it to the class.

2. Organizing idea and belief activity system

Organizing idea and belief activity system depends on group process to generate full participation. Different opinions and reasons of members of the group will adjust the learners' ideas and belief systems. Arrangement of ideas and belief systems consist of the following steps.

2.1 Reflection of ideas and discussion use small group of 5-6 persons, or brainstorming group of 3-4 persons to enable them to express their feelings and ideas with good participation. The work resulting from each small group is brought into large group for conclusion again. Although discussion method supports the learners to express their opinions with respecting the rights of other learners . If a few conflicts occur during discussion attitude will not stay long. The teacher should motivate to cause conflict by setting up activity and subject in work form.

2.2 Final ideas derived from reflection of ideas and discussion, with the content the learner will receive more information about them. The teacher should conclude them for the learners to understand final ideas of different attitudes, and talk about result of each attitude.

2.3 Experiment/application - The teacher organizes activity for the learner. Experiment final thought using various groups, assigns activity recorded in the form to each group of 5 persons, has them write motto to persuade family member to look after each other to prevent mental health problem



Participatory type of attitude training plan

Components of learning/group	Activities
Building feeling and experience step Large group	The teacher presents media/activities to motivate the learners' sense of participation using video to motivate sympathy and game to help solve problem among the learners.
Building ideas and belief step Reflection of ideas/discussion Small group of 5-6 persons	The teacher divides the learners into each group and assigns each group to discuss to build ideas or various feelings.
Final ideas	Representatives from each group present the results taken from discussion containing diverse ideas and beliefs, then the instructor concludes from each group and additional articles.
Experiment / application Group of 5-6 persons	Members of the group help each other with activity concerning application of final ideas arising from attitudes, such as writing motto or board campaigning, article on different persuasions.

Training technique for skill building

All skills require basic knowledge, so lecture technique should be selected first prior to training to change skill aspect.

Components of various skill levels can be divided into 5 levels.

- 1) Imitation is trying to do the same thing as someone else in exactly the same way, such as dancing, drawing.
 - 2) Manipulation is to handle hands decisively, such as repairing electrical appliances.
 - 3) Precision is to do thing accurately, such as driving.
 - 4) Articulation is the act of doing thing with high flexibility, such as fluency in writing.
 - 5) Naturalization is to have a particular type of nature, such as playing music.
- Of all 5 skill levels are open an opportunity for participants to practice by themselves as much as possible. It will be better if they know their practice results.

Training techniques for attitude training consist of

- 1) Workshop
- 2) Exercise
- 3) Demonstration
- 4) Coaching
- 5) Management games

Application of training technique

- 1) Think of what the project purposes want to change whether to change knowledge or skill or attitude or the three aspects simultaneously.
- 2) It should be consistent to curriculum contents.
- 3) Think of significance of participants when using the technique. Think about level of knowledge and education, ability, age, sex and number of participants.

Conclusion

Selection of training technique model is very important because most training guidelines set up curriculum of training. They intend to have the learner know how to

think, do and solve problem. The training therefore is not using any particular method but integrating several methods into one system to obtain full training results.

5. Media for training

Media used for training and teaching means the same thing, Pichai Togdeelert (1992:30) and Boonsiri Kaokamsri (1990 : 97) stated that media for training refers to any materials or activities used as the tools for transferring of knowledge, and experience to participants.

Educational Technology Media affects consciousness, reinforces acquisition, promotes more comprehension, helps transfer and associate education and training, reinforces learning and long-term memory of the learner.

Types of media training

Edgar Dale Cylindrical Experience orders learning experience of human based on concrete and abstract consisting of 10 steps reference in Kiakul Kooparat (1995 : 35-39).

- 1) Direct experienced media, the learner can actually do, touch, taste, smell the real things through 5 senses, such as photo training, repairing electrical appliances, etc.
- 2) Indirect experienced media is the use of a role model to replace the real thing.
- 3) Drama, situational models are organized for the learner to be able to participate.
- 4) Demonstration, the teacher prepares materials, learning aids, and instrument together with demonstrator emphasizing precise processes or steps.
- 5) Educational tour, the teacher takes the learners to learn from the real-life situation. The program should be well and properly planned for the learners to meet and observe several media as what they are.
- 6) Exhibition is an educational exhibition with the clear objective using sever media to systematically organize.

7) Television and Film give pictures, sounds and movement like real thing and can be adjusted appropriately to learners' situation.

8) Transparency, radio and record are the media that educate the learners through ears and eyes.

9) Signs are all types of graphics, such as chart, pictures, advertisements, cartoons and several symbols used to transfer meaning to the learners who have concrete basis.

10) Verbalization are words, description, books, documents using alphabets or numbers to replace several meanings.

Advantages of media training

Wasna Chaoa (1997:63-64) expressed advantage of media for training that it enables the learner to

- 1) Have better learning quality .
- 2) Learn more within time limit.
- 3) Pay attention and participate in training process.
- 4) Remember, imprint consciousness and do things faster and better.
- 5) Think about difficult learning things and solve several problems or limitations.
- 6) Learn difficult things to help solve problems, such as from solving complicated thing to simple thing, changing abstract to more concrete, and bringing foreknowledge into the classroom, for example.

Gayne, 1970: 303-318) showed value and benefit of media that are divided according to situations.

1) They distract and control the learners' attention that should be started first because they can motivate the learners' attention.

2) They are model for the learner as to what she wants and how she does it that can be said that the learning is of a success. Human behavior and film are good media.

3) They motivate and help recall the previous learning to associate with new learning.

4) They offer motivation to bring the learners to lesson.

5) They introduce and help with teaching.

7) They give feedback data.

8) They evaluate learning results.

8) They transfer and associate meaning of learning that when the learners have learned and acquired principles they should be able to use them to solve the new problems using media as a mean to bring about the problem to the learners to solve it.

9) They help the learners with long-term memory relating to the repeated action of the learners who use media to help more long term memory than verbalization.

Selection of training media

The use of media for training is extremely important if the teacher selects media wisely, evaluates appropriately and efficiently brings it to action.

Participants' learning will occur quickly if they have media skill usage and understand its value and the limit of each media. It will enable the teacher to use media for training to the highest efficiency.

Pichai Thongdeert (1992: 38) stated that there are 7 principles for media training selection. The training organizer should

1) Select media appropriate to interest and ability level of participants.

2) Allow instructor and participants an opportunity to select training media together.

3) Select the best training media for particular learning experience.

4) Help participants to develop skill in selecting and evaluating training media.

5) Use media regularly for several training programs, and not overuse any particular one.

6) Attempt to find new method of presenting several teaching model.

7) Produce training aids appropriate to the need of instructor.

Saowanee Sikhabandit (1985: 202)stated that good media enables participants to pay attention and to motivate them . It is very essential to the training that prior to selection of the media the instructor should be able to answer the following questions in reference to the media .

- 1) It compatible to the training objectives?
- 2) How useful and important is the media content ?
- 3) Is it interesting?
- 4) Is it modern and reliable?
- 5) How appropriate can it be used with training activities?, such as facts, color and size.
- 6) How concise and good is the meaning ?
- 7) How appropriate is the content nature, and method of presentation?
- 8) How meticulous is technical quality of the production?
- 9) How much has it been tested and accepted by experts?
- 10) How much appropriate is it to participants in relation to age, knowledge, ability and experience?

6. Selection of resource persons

Thongfu Siritwong (1993: 66-68) and Nipon Thaipanit (1992 :262-267) stated that selection of instructor is extremely important for the success or failure of the training. The following methods and criteria in selecting good instructor should be taken into consideration. Selection of instructor who

- 1) Is skillful and appropriate to subject - matter.
- 2) Is knowledgeable, talented in transferring of knowledge, and carrying on training as it is required.
- 3) Is cooperative and helpful .
- 4) Is skillful.
- 5) Has technique and method to motivate the learners' attention.

- 6) Has good human relationship, good coordination and good attitude toward participants.
- 7) Has psychological knowledge of learning, respects and listens to others' opinions.
- 8) Is prepared and believable in the importance of training.
- 9) Has analyzing ability, associates ideas and concludes several opinions well.
- 10) Is well observable, fast learning, and creative, able to control good training atmosphere.
- 11) Is good at unexpected problem solving, flexible and, allowing participants to participate in sharing opinions.
- 12) Provides good subject-matter of the lesson and process of presentation planning, and has high skill in using several media.
- 13) Presents subject-matter of the lesson and conclusion systematically and clearly with real action.
- 14) Is knowledgeable, innovative, applicable and continued study.
- 15) Has good personality, pleasantry, friendliness, kindness, sense of humor, and good creation of atmosphere .
- 16) Has training experience, association of theory with practice well, and to be able to see thing thoroughly like concrete matter.
- 17) Is good, open-minded, sincere, honest, and trusty.
- 18) Has self-confident, alert, regular rehearsal, precise subject-matter, good method of using appropriate media.
- 19) Has good command of language conformable to subject-matter and group target.
- 20) Is highly patient and acceptable of critic from participants.

Comparison between external resource person with internal resource person

Thongpoo Siriwong (1993 : 67-68) suggested that the following criteria in selecting instructor be taken into consideration.

Internal resource person

Internal resource person's Advantage	Internal resource person's Disadvantage
1. Knows purposes and objectives of curriculum contents well.	1. Is unacceptable because of its familiarity and the previous work failure.
2. Understands characters of work and the real problems.	2. Discourages to talk about the problems.
3. Gets along well with colleagues and participants in the same organization.	3. Is sometimes bored leading to misevaluation.
4. Suggests solving problem right to the target.	4. Has many subjects to be taught leading to self - insufficient preparation for the training.
5. Be able to use visual aid to create learning perfectly and appropriately	5. Has other responsibilities causing to spend less time with the training, or might have something to do with routine work. The training organizer should be prepared for flexibility.
6. Is able to adjust subject matter appropriate to learning condition of participants.	6. Some has lower position than participants making them ignore the lecture.

External resource person

External resource person's Advantage	External resource person's Disadvantage
<ol style="list-style-type: none"> 1. Is acceptable. 2. Is interested by participants. 3. Expresses opinion and every correction matter. 4. Is good for some levels of personnel relating to trusting and acceptance entire concepts and correcting guidelines. 5. Is scholarly expert but the internal instructor is not. 6. Is better transferring of knowledge. 	<ol style="list-style-type: none"> 1. Is sometimes incomprehensible the real 2. Is too formal for learning. 3. prepares subject-matter uncoformagle to objective

Conclusion

Good instructor should have psychological knowledge and good motivation to motivate participants' attention, and need to put knowledge into action. He should have teaching technique, good human relationship, knowledge, ability and precise subject-matter associated theory with practice.

Both external instructor and internal instructor have several weak points. Selection of instructor depends on policy, purpose and other reasons together, but it should be appropriate to the course and the subject-matter.

7. Project evaluation and follow – up training results

Evaluation of training project

Conbach, 1984 stated that project evaluation is another character of research evaluation that its activity focuses on data collection and the use of data for decision making.

Keys of evaluation

- 1) It should be fast for decision making.
- 2) It should offer several options and possibility mentioned in Supak Pibool (1997 : 5).

Types of evaluation

Supak Pibool (1997 : 17) stated that type of evaluation depends on “ criteria ” used. Most criteria frequently used to divide type of evaluation are

Dividing according to objective in the use of data for decision making

- 1) Formative evaluation is to find data for project planning and adjusting in the future.
- 2) Summative evaluation is a final evaluation to find out whether the project is successful leading for making decision making to continue the project in the future.

Duration of project concerning

- 1) Pre-service project evaluation
- 2) In service project evaluation
- 3) Post project evaluation

Dividing by using characters of targeted evaluation as a criteria

- 1) Feeling evaluation
- 2) Knowledge evaluation
- 3) Behavior change evaluation

Purpose of evaluation

It is the character of research to state what to evaluate, examine, or investigate expected project results to find out whether it comes about as it is expected.

Unlike the purpose of research, the project states what the result is and what the purposes are to have participant acquire knowledge and comprehend it, obtain skill and change working behavior.

Objective of evaluation should be precise, clear, investigated and measured.

Process of project evaluation

Supak Pibool (1997 : 8-9) expressed that process of project evaluation has closely related to the process of research evaluation that generally has important steps.

- 1) Analyze it and become familiar with it.
- 2) Lay out principle and reason for evaluation.
- 3) Set up objective of evaluation.
- 4) Study concept, theory and evaluation guideline together with similar research evaluation.
- 5) Design evaluation model by setting up
 - Evaluation model
 - Data variation type
 - Data resources/human resources
 - Instrument/method of data collection
 - Guideline of data analysis
- 6) develop data collection instrument
- 7) collect data
- 8) analyze data/ collect results
- 9) conclude results and report

The process from step 1 to 5 is the results of evaluation proposal or evaluation plan that are ready for real action.

Principle of training project evaluation

M.O. Patton (1978) mentioned in Supak Pibool (1997 : 28-31) about project evaluation that in project evaluation, executives or group of customers and related persons to the project are primary concern. Questions used for investigation and evaluation should come from them. They should not derive from the evaluator's curiosity to use it as a guideline for setting up evaluation objective. As a result it will be brought to use more

Evaluation process

Patton presented guidelines of action evaluation to obtain evaluation objective relating to 3 steps activity that should be able to

- 1) Identify project type or group of persons concerned with the project. In this step an evaluator should find out who is involved in the project or who needs evaluation results.

- 2) Interview the above-mentioned group of persons to collect their opinions or questions to find out what aspect of the project they want to know "What exactly do they want to know?".

- 3) classify questions or group's curiosity, then list main questions, such as what are the characters of problem? Are participants satisfied with the project? etc.

After the three steps, evaluator sets up evaluation objective similar to research purpose whereas the rest of evaluation process follows regular research evaluation process.

Kirk Patrick's concept of training evaluation

Training is a normal activity occurred in all organizations. It is an activity organized to improve personnel of that organization with the aim to adjust and change working guideline to be more efficient.

Professor Donald L. Kirk Patrick, (1975) of Wisconsin University, USA, former president of The American Society for Training and Development presented concept of training and project evaluation that “ training enables personnel to work efficiently. In any training, evaluation is needed to help find out how efficient the project is. ”

Kirk Patrick found that training evaluation helps participants to learn at least 3 things.

- 1) What do you get from the training ? And What benefit does the organization get?
- 2) Should the project be suspended? Or Should it be continued?
- 3) What part of the program should be adjusted or developed ?

Evaluation guidelines

In evaluation of training project, Kirk Patrick presented 4 characters of result examination .

- 1) Reaction Evaluation is to examine participants' feelings or satisfaction.
- 2) Learning Evaluation is to examine learning results by thoroughly examining knowledge, skills and attitude.
- 3) Behavior Evaluation is to find out whether behavior has changed as expected in the project.
- 4) Results Evaluation is to find out whether training results brings good effect toward the organization and in what aspect.

Follow - up training results

In any activity or project, following up program is needed to obtain feedback data that helps to find out how the work result is like, and what problem needs to be corrected or improved. Good training needs following up to discover good point, weak point or deficient point for the benefit of correcting and adjusting training program in the future. It is essential for training management process to complete training objective that gives important answer to the project questions,

- 1) Does the training reach objective ? .
- 2) Is the training beneficial to work and organization?
- 3) Do the participants' behaviors change for better working behavior?
- 4) Do the participants make use of knowledge taken from the training to help with their work ?

The change of better working behavior and the use of knowledge taken from the training to use in the work place in particular are the heart of training. So after training, the participants returned to work for a period of time, then the following up training should begin.

Arbuckle (1967 : 115) stated that following up training is important not only for improving learning and teaching curriculum but also for experience and knowledge management. It also enable participants to improve themselves when they know that they have been well looking after by their superior and the person concerned.

Purposes of follow - up training

Chompen Sontayanon (1984 : 14) stated that primary training purpose is to collect data and several facts that indicate quality of working behavior of participants and the relationship between in-service training and the present work experience to

find out whether or not the training can function or not. So it can be said that the purposes of training are to

- 1) Help training to become more complete system.
- 2) Improve purpose of training.
- 3) Adjust, change, and expand subject content of the training.
- 4) Improve training project and correct curriculum deficiency.

It can be said that follow - up training is important to several personnel who are trained personnel, instructor, curriculum writer, project responsible person and executives. The data will indicate how successful the training is, and what problem should be corrected to make future training more efficient and systematic.

Method of follow - up training

Danai Tienput (1985 : 47-49) stated that processes of follow - up training project consist of the following steps.

Step 1 setting up training purposes:

- 1) Study purpose of training curriculum
- 2) Study working results of the trained personnel from the data collected from
 - Superior's opinions
 - Colleagues and subordinates' opinions
 - Trained persons' opinions
- 3) Study working behavior of the trained persons to determine how much the training helps with their work.
- 4) Study subject content or skills to determine what to add to the trained person or to training curriculum for the future training.

Step 2 setting up following-up purposes

1. Decide whether or not to follow-up the trained person or
2. To follow-up superior's opinion/ subordinates/ colleagues

To decide either to use all information from the trained persons or from randomly selected persons depending on

- Number of persons/ the personnel used to follow-up training results
- Following –up need
- Expenses for following-up task
- Duration of following-up work

Step 3 setting up follow-up guidelines

1) Study training curriculum

2) Set up guidelines for following-up whether to use questionnaires or interview or observation working form that should be compatible to following-up objectives.

3) Bring that following-up guidelines to action or ask experts to check whether language used, and content are appropriate and how it can be improved.

Step 4 method of follow-up

- 1) Set up method of following up training program that will use
 - interview
 - observation
 - sets questionnaires sent by yourself or mailing method
- 2) Set up following up period (Following-up training should begin after 3-6 months or, it can be flexible and appropriate as curriculum required).
- 3) Follow-up as the method required.
- 4) Send reminding letter or additional interview if data is incomplete.

Step 5 data analysis

- 1) Examine completion of data
- 2) Set up chart for presentation
- 3) Analyze data in term of percentage/average/standard deviation

Step 6 conclusion and report preparation

Conclusion and report preparation to decide whom the report will be presented to, such as executive or curriculum organizer because preparing conclusion and report have different characters.

Moreover, Pan Sawasalee (1990 : 56-58) divided step of following –up closely related to training.

Step 1 setting up scope and purposes of following – up

1) Study and collect data concerning training project/ seminar for following-up, purposes, report after the project., project organizer's responsibility and personnel concerned who wants to know following-up training results.

2) Interview superior of persons who are being followed up to find out what he/she wants to know.

3) Interview personnel concerned what additional information they want to know.

4) Set up scope and following – up purposes.

5) Study and analyze data to set up following –up purpose .

Step 2 laying down following up plan

1) Consider evaluation and following-up plans

2) Analyze each purposes of following-up

3) Write details of following-up in following-up plan

4) Build instrument for following –up data collection.

- Interview trained personnel/ seminar organizer for a few executives of higher position

- Send questionnaires to trained personnel/ seminar organizer for a few executives of high position

- 5) Test data collection instrument.
- 6) Correct and improve data collection instrument again prior to action.

Step 3 beginning as planned

- 1) Use required method setting up in following-up plan to collect data from several resources.
- 2) The returned questionnaires copies of 60% is acceptable. Less than 60% of returned copies should be continued following-up for the second or third times until they reach the minimum number required.

Step 4 data analysis

Classify all data then analyze each purpose of following-up training using these methods.

- 1) Statistical analysis using
 - mean
 - standard deviation
 - coefficient of variation
- 2) Matrix analysis
- 3) Descriptive analysis
- 4) Percentile analysis

Step 5 conclusion and report

Following-up report training model is similar to or the same as evaluation training model.

Examples of project evaluation are

- Conclusion of background project, reason for evaluation, purposes of evaluation and brief evaluation guidelines
- Results of data analysis divided as purposes required
- Conclusion of results evaluation

- Discussion
- Suggestions

Conclusion

Following-up training is essential for all training projects to determine whether the project is successful, problematical or deficient needed correction or improvement for better and efficient training project in the future. There are several evaluation models suitable for particular project to be chosen. It is important that training project evaluator and executive should have thorough knowledge, capability and understanding of method of evaluation otherwise the project will be unsuccessful.

2. Psychology and main principle in adult learning activity management

Adults of any age are capable to learn but the nature of their learning is different from children's learning. Therefore method of teaching adult is also different from children. Thiensri Wivitsiri (1984 : 139) stated that in managing adult learning activity successfully, the project organizer should consider.

- 1) Motivation has already existed in adult but it has not been used properly.
- 2) Capacity, different people has different capacity and that learning capacity increases with ages.
- 3) Past Experience, adult can bring his/her past experience to help learning.
- 4) Participation, adults will learn better when they take part in real situation that motivates attention toward learning new things.
- 5) Learning need, adults will learn better when they are interested in and need to learn.
- 6) Learning benefit, adult will learn better when the thing they learn is useful and functioning right away.

7) Relation to existing experience, adults will learn better if the lesson is related to existing social problem condition with the opportunity to practice solving it that helps more learning.

8) Adults will learn better when they can fully exercise their knowledge, capability, skills and time.

9) Adults will learn better when they are in friendly learning environment and action free.

10) Adults will learn more successfully if teaching method is compatible to character of adult learning.

11) Learning efficiency depends on regular evaluation to have the learners know how much their learning progress and what aspect should be improved and how it can be done to review adult learning objective as well.

12) Adult needs counseling not teaching, or telling to remember for the benefit of testing.

13) The capacity of adults learning can be increased from new learning and thinking and several aspects and challenges .If they have an opportunity to learn by themselves, these elements will motivate them to need more learning.

14) teaching and learning of adult require variety of methods to suit learning objectives. They should be the tool to help less knowledge learners with primary learning lessons successfully to assure them with a proud and confident feeling for the next difficult lessons. When organizing experience or lesson for learning and teaching , the teacher should start from simple lesson then gradually to more difficult lesson.

Learners and teachers in relation to adult educational activity

Adult students refer to people who are mature with knowledge and experience attending non-formal school. They might be labors, scholars, university students,

college students and adult students in non-formal school for adult or vocational center for adults. Thiensri Vivitsiri (1984 : 160-161) stated that generally speaking, adults need 3 main things from the training.

1) They need to know, or realize and develop themselves and adjust their profession to catch up with social change and progress.

2) They need to be successful, development in all aspects and continued for the rest of their lives.

3) They need to have relationship with others and to feel that they are valuable to society.

Since adult character is different from the children, the nature of adult learners generally

- 1) Has several types of individual difference.
- 2) Has different purposes of learning.
- 3) Has different past experience to bring into learning.
- 4) Is interested in what he pleases and needs.
- 5) Needs a lot of time to adjust himself to be familiar with friends.
- 6) Needs to have friendly teacher .
- 7) Likes to behave as he/she was.
- 8) Prefers advice to teaching, and self-lead rather than order.
- 9) Prefers compliment or reinforcement to condemnation or punishment.
- 10) Likes sincere action, honesty, fair and reason.
- 11) Has a lot of duties and responsibility in life and he has to do it by himself.
- 12) Is more worried and serious than the children due to his whole day

working that makes him very tired.

13) Has deteriorated physical ability causing him to spend more time studying, replying and practicing. His past experience also teaches him to do things meticulously that slows him down.

The role of teacher in learning and teaching adult emphasizes “teacher” as “learning facilitator” that the teacher should understand this new role. She is to help the learner analyze the problem and the need, lay down objectives, design learning experience models and organize training aids to facilitate learning for the learner to be successful. The teacher is not a moderator or a performer but she should be knowledgeable and capable to help the learner achieve objectives made together. Furthermore, she should understand environmental management and build atmosphere to benefit learning, and emphasize self-study. Good learning facilitators should spend time for planning, designing and managing experience rather than thinking of “how to teach” alone, besides they should regularly prepare instruments for learning evaluation for the learners to know how much progress they are, that will drive or motivate them to continue learning.

Good teachers of adult students should be familiar with and understand the significance of learning and teaching elements which are the instructor himself, each student, curriculum, content, teaching and training techniques including selection of several appropriate media.

Good characters or qualifications of teacher of adult student are:

- 1) Having a good human relationship.
- 2) Having a creative leader.
- 3) Knowing exact curriculum and subject content.
- 4) Interested in learning at all times and catching up with current situations.
- 5) Having good skills in method and technique of knowledge transfer.
- 6) Having several strategies of teaching, applying training aids or several media skillfully and having variety of methods.

- 7) Having a good sense of humor.
- 8) Having ability to create and conserve learning atmosphere.
- 9) Able to use the learner's experience fruitfully
- 10) Having high responsibility, warm affection, devotion and idea toward work.
- 11) Accepting and understanding individual difference believing that all things contain good part and bad part.
- 12) Having self-comprehension, knowing self - limit both good and bad points.
- 13) Optimistic, honest and kind to others.
- 14) Understanding the learner's need and learning background and being able to see the problem and actually solve it.
- 15) Realizing that you are not a teacher but a learning facilitator to create learning.
- 16) Acting like a classmate or member of the group.

Conclusion

Backgrounds of adult educational belief are

- The human's entry behavior is different.
- The human's need is different.
- The human's thinking system to get what they need is different.
- Process of thinking called "know how to think" which is to bring at least

three elements to complement thinking. There are

- 1) Self-data.
- 2) Social and environmental data.
- 3) Educational data

All human come from different family backgrounds and different needs, but all have one purpose that is success and happiness. Teaching person to know how to solve the problem by telling him alone is not so useful, but teaching him how to think should

be the method used in problem solving process. Since thinking and solving problem should use the combination of 3 - basic data appropriate to get the best option.

3. Concept of consciousness.

Education dictionary (1997 : 25) defines the term consciousness that it is able to recall past event, good and bad feelings, and what should or shouldn't do.

Lefton (1994 : 120) defined that consciousness refers to realization or concentration respondent to situation happened around you and your internal process of mind.

Jamaree Pitakwong (1992 : 46) referred in Pongwuth Theerawuth (1998 : 14) that consciousness is a part of perception occurred prior to behavior that responds to process of mind. Human consciousness comprises 3 significant components.

1) Cognitive component is a part of accumulating knowledge and belief in ethical behavior and to be evaluated or judged what behavior is good, correct and what behavior should or shouldn't behave. These components are idea, value and belief.

2) Affective component is the feeling and reaction toward behavior whether or not they are satisfied , These components are attitude, feeling and reaction.

3) Behavior component is a behavior or reaction the person expresses to herself, others and environment. The behavior will be judged whether it is good or bad and it should or shouldn't behave. These components are conduct, action and behavior.

Consciousness can be changed through process of consciousness lifting that depend on the following components.

1) Social structure change may enable the person to perceive the concealed fact which is disclosed due to the change and opportunity to participate in the change.

2) Process of accumulating experience and transferring idea.

3) Sudden event occurred such as war, economical crisis that motivate consciousness to have an opportunity to participate in real situation.

4) The opportunity to associate with external group, such as educational tour, training program that help gain broader knowledge.

Lukacs referred in Kanjana Kaotep (1984 :34-39) that consciousness can be divided into 2 levels.

1) Immediate consciousness occurs automatically and naturally for short-term self-benefit, such as economical need. This consciousness occurs in person and in the crowd.

2) Social consciousness occurs intentionally by the act of human only, such as protection of public interest, nation and citizens. The lift up of this type of consciousness occurs through mediator such as scholarly leader, political party, labour union and public interest. These two types of consciousness arise from social idea, from all knowledge aspects. Immediate consciousness can be changed to social consciousness through consciousness lifting process.

Vibool Toolyayon (1991 : 1) stated that consciousness the civil servant should have are:

1) Professional responsibility is generally the responsibility toward important National institutes that is the nation, the king and people constitution. Moreover, civil servant should use knowledge, ability along with virtue and ethics as functional guidelines for making correct society.

2) Ethical responsibility that civil servant should behave under ethical framework in order to modify human " mind " to " consciousness " and to know what is good or bad, and what is right or wrong. Working should attempt to create people interest without bias and to give under privilege group of people a priority.

3) Virtuous responsibility that the civil servant who has virtuous responsibility should create fruitful ideas with " skill and good " at work benefited to the public interest rather than to themselves.

4) Self-responsibility is the greatest responsibility the civil servant should have. If he/she behaves well, has fruitful idea for the benefit of the public interest with logical thinking he can bring them to work called " good work " to create " good virtue " toward the people and society at last (Pongwuth Theerawuth, 1998 : 19).

Service consciousness, Ruen Changsarn (1994 : 3) stated that service that impresses customers is the service the provider has the following characters:

- 1) Having good and polite behavior and communication that impress customer.
- 2) Hard working, determination, and honest
- 3) Taking work as a primary profession and being proud of it.
- 4) Having efficient work results
- 5) Having good health and mind.
- 6) Working with reason, fair and responsibility
- 7) Having virtuous and ethical consciousness
- 8) Studying to gain knowledge and having creativity and catching up with world event at all time
- 9) Being good coordinator, good human relationship
- 10) Having good attitudes, attention and whole heart service

Conclusion

Good consciousness causes the people to express various behaviors toward creation and development for self-interest and other-interest. Good awareness of people who have various professions is as important as educational ability, especially health care service profession which is essential and an important background to help working right to professional standards both quality and virtue. Thus, the service recipients are pleased and impressed with good service.

4. Theoretical concept and model of implanting virtue and ethic

Definition of virtue

Meaning of virtue is different from meaning of ethics. The scholars give the meaning of virtue as this,

Jamsus Trongthisarn (1979 : 39) defined that virtue is what is good in people's mind.

Royal Institute Dictionary (1982) defined that virtue is a state of goodness.

Sanguan Suthilertaroon (1986 : 9) referred in Pothisawad Sangsawang (1993 : 24) that virtue is what is good in people's character that has been performed under consciousness aimed to do good thing or good behaviour accepted by society, such as sacrifice, kindness, not interfering with others, fair, the love of human beings and understanding other people.

Duangduen Panthumnawin (1995 : 116) defined that virtue is what the people accept that it is good, beneficial and less harmful. Different society has different virtue because what is considered either good or bad depending on culture, economics, religion and education of the people in that society.

“Value” means what the people accept that it is important which is different according to group of people and culture.

Virtue and value of people are what is acceptable as good, bad, importance or unimportance. These things should be implanted since they are young until adult and they can be changed according to situation and generation.

Several virtue and value are the cause of doing good thing and avoiding bad thing. In the past some people understood that if the people had appropriate virtue and value in themselves then appropriate ethical behavior would become. But some researchers found that people know what is good or bad, is not sufficient to enable them to have desired behavior (Wright, 1975).

Carter V. Good, (1967 : 411) defined 2 characters of virtue.

- 1) Virtue is the people's moral character or the habitual conduct .
- 2) Virtue is a quality of people's behavior as social standard required concerning behavior and ethics referred in Posawas Sangsawang (1993 : 24).

Values are what existed in mind to help select alternative decision or what a social group finds that it is worth behaving, praising, correct, and good. Fly (1944) found 2 types of values.

- 1) Non-moral values involve what the people like, believe or taste.
- 2) Moral values are behavioral value of human such as institutional behavior or the people's character of consciousness.

Personal value is the result from religion, belief, culture, education, and experience in life that each person orders the importance of values differently. However, understanding, acceptance and respect of others' value are the main components to help make decision.

Medical service values require factual patient value and service provider value for making the best ethical service decision to the patient. Patient data can be obtained from many resources, such as talking to the patient's relatives, results analysis and nursing result evaluation etc.

Conflict Values usually occur in medical service which is the result of the difference between ethical value and unethical value, and patient value toward service provider and the hospital. When the service provider encounters several conflicts and needs to make decision on alternative behaviors, knowledge, several value realizations come to play an important role in making decision.

Conclusion

Definition of value from experts can be concluded that virtue refers to the people's good behavior character occurred under consciousness and it becomes habitual conduct up to social standard including social value interest.

Definition of ethics

Scholars have defined several meanings of ethic as these:

Kuegrit Pramot (1978 : 3) stated that ethic involves what should behave to build ethics. Someone should realize what should behave and in what situation and in what occasion or time to make the ethics compatible to national development, to reinforce the member of society who is developing and improving without against development but support more and better development.

Royal institute dictionary(1982) stated that ethic is a practical Dharma, moral and code of moral.

Pratep metee (Prayuk Payuto, 1989 : 10) stated that ethic is the principle of conduct. Moral means conduct while Dharma means principle. To translate as a whole means the principle of conduct while the meaning of original definition of the word ethic derives from the word journey meaning travelling from one place to another. When it is brought to use with life in concrete term meaning life journey which is how to progress with life so ethic means principle of life.

Sivalee Sirilai (1994 : 11) stated that ethic derives from Thai language, Jariya +Dharma. Jariya means principle of good conduct for the benefit of that person and society while Dharma means considering what should do or shouldn't do when encounters the situation that needs to make decision.

Duangduen Panthumnawin (1995 : 113-116) said that ethic refers to system of doing good and avoiding bad. System refers to the cause of action concerning what should do or shouldn't do and the result of that action as well as process of happening and the change of that conduct . She also presents concept of ethic that has a broad meaning covering the cause, process and result of doing good and avoiding bad and she continues saying that ethics is a new term whereas the former one is " virtue" and " value".

Kohlberg (1971 : 64) stated that ethic is the consciousness of good or bad which is a social standard conducted the people to develop until it becomes self-conduct judged by social standard whether that conduct is right or wrong. Moreover, it also includes every thing the people choose for making decision when the conflict occurs.

Several meanings of ethic defined by scholars can be concluded that ethic is a guideline or code of conduct and, is a principle for making decision to choose mean of doing thing in life concerning social system, method of maintaining happy life by sticking with principle of doing good thing and avoiding bad thing. The social standard can judge whether or not that conduct is right , and it is also judged by special character of human using intelligence and reason, since the human can think and consider what should be done or shouldn't and why including the method of ethical development..

The whole components of virtue and ethic

Hoffman (1975 : 958-966) referred in Pothisawas Sangsawang (1993 : 28) describing that the whole components of virtue and ethic according to psychology are

- 1) Ethical knowledge is a knowledge related to social standard, religion precept, good value, depending on age, educational level and intelligent development of the people.
- 2) Ethical attitude is the feeling of the people towards circumstances and several events around themselves, depending on ethical attitude.
- 3) Virtuous and Ethical reasons are the idea after decision has been made to do or not to do in the situation around themselves. The people decide to behave similarly might have different reasons.
- 4) Ethical behavior is the people' s expression toward several situations managed to judge whether or not that conduct is right according to social and ethical standard.



The whole ethical components are conformable to Duangduen Panthumnawin (1981 : 2-3) saying that education, ethical knowledge, ethical attitude and ethical reason can only understand and predict behavior of people in various situations. The importance of ethical behavior of the people is more recognized by society than any other components especially health care service behavior in the hospitals. If health care service providers do good or bad things they will directly affect the patient's suffer, happiness, life or death and the people concerned. This is compatible to Educational Testing Office (1987 :106)saying that ethical behavior is the highest ethical development in the level of permanent habitual function.

Ethical theory Tree

Duangduen Panthumnawin (1995 : 124) concluded research work that good behavior and skill of Thai people should have 8 important characters of mind.

- 1) Recognizing public interest rather than self - interest or group interest (high ethical reason).
- 2) Being able to anticipate and show self-control(heading for future and self-control).
- 3) Believing in doing good receiving good (believe in self-power).
- 4) Having endeavor to succeed as planned (motivation to a great success).
- 5) Satisfying and recognizing the importance of good deed and the consequence of several bad things.
- 6) Being intelligent, able to understand and think at the abstract term.
- 7) Understanding other people, and having highly social experience.
- 8) Having good mental health, less worrying or in appropriate degree of situation.

The results of this research is used as criteria and guideline for selecting new candidate into government office or into important position.

Level of ethic

Prarachamuni (Prayuk Payutto) said that ethical level can be divided into 2 levels.

1) External ethic concerns expression of the people as it is seen, such as discipline, and attention toward working.

2) Internal ethic involves feeling or attitude of the people. Internal ethic is the basic of external ethic.

Ethical background

Sivalee Sirilai (1996 : 165) stated that background or origin of ethic derives from

1) Buddhist - 95% of Thai people are Buddhist therefore background of Thai ethic in society derives from Buddhist's precepts.

2) Law is the guideline of people's conduct aimed to make general public to live happily together.

3) Something existed in the society such as value, tradition and culture.

Ethical consideration involves many elements starting from knowledge, emotion, consciousness, attitude, value ,religion, environment, way of being raised up, to law. They are equally important.

Guidelines of ethical expression

Jamrus Trongthisarn stated that ethical expression related to Buddhist has 3 methods.

1) Personal conduct involves good behavior expressed by physique, verbal and idea that are not harmful to yourself and the whole society by using 4 moral principles which are law, peace, morality and virtue.

2) Conduct towards and care for next of kin, such as father , mother, son and daughter, wife and relatives.

- 3) Conduct towards public people who need help to lessen their suffer.

Conclusion

Ethical guidelines enable human to help themselves and others to do good.

Levels of ethical development

Character of cultural structure of Thai society (Department of Curriculum and Instruction Development, 1981 : 7) orders levels of values and ethics as follows:

- 1) Level 1 value attached to principle of self – interest.
- 2) Level 2 value attached to principle of narrow social - interest specifically relatives and friends.
- 3) Level 3 value attached to principle of public interest, such as community, nation or human beings.
- 4) Level 4 value attached to principle of good deed existing in the mind of the people to do good deed.

Theory of ethical development

Several ethical researchers and theorists admit and believe that human's ethic has developed from infant to adult. Individual ethical development is different but it develops orderly and levelly. The resources of ethical development derive from social learning influenced by most society but others are also very important until they become theory that is divided according to resources.

- 1) Psycho - analysis theory - This theory believes that ethic is implanted, modified and developed from basic drive under consciousness of people and society, culture relatives, parents and respected persons who involve in human reproduction in various characters as social condition. Children will develop their personality, value, standard social ethic by imitation process and accept social rules as their practical principle automatically. When ethic has been implanted in people into their minds the desired conflict arises if their needs are inappropriate to society as they recognized. Again, if

the people perform bad thing without anyone knowledge they will feel embarrassed and uncomfortable which is the character of self-punishment resulting in avoiding of doing bad thing with no one to control it. Virtue arises in that person's mind knowing what is right or wrong, and what should or shouldn't do. It can say that person has highest ethical development.

2) Social learning theory - This theory believes that development of ethic and mind results from self-adjustment to the rules of society and morality that have basic drive from biological need, reward response and social punishment avoidance. The theory describes that human is under environmental influence both society and culture since he was born, until they become his social rules and character. Then he grows up with character, ethical and social code of conduct, and behaves as the results of cultural and social structures that arise from principle drive and association to explain social condition. The theory emphasizes coincidental learning and social imitation that turns the person to have new conduct or to be different from the previous one. These depend on nature of situation driving the person to repeat that behavior and finally becoming his habit.

3) Cognitive development theory -The theory believes that ethical development derives from general basic drive that accepts self-ability and value and self-realization. The important direction of ethical development mostly follows universal cultures because the whole cultures originate from social association. Social roles and social conflicts are the combination of ethic. Background and principle of ethical standard are created by experiences while social association, and environmental influence toward ethical development will be required by quality of gaining intelligence and social motivation. The theory emphasizes development of ethical reason usage of the people that will happen and develop regularly depending on other development in the people's consciousness especially intelligence, thinking process, emotion, society, personality and ability to predict other people's roles (Jinda Thirapan, 1998 : 15-16).

Kolberk's reasonable development theory on ethics

Kolberk developed Peaget's theory explaining that human has the reason when he encounters ethical conflict and has to choose mean to do. He also believes that ethic has developed according to maturity and relationship between intelligence and educational level. So teaching and implanting ethic into the learner, the teacher should take maturity and intelligence level of the learner into consideration.

Ethical implantation through social learning

Chaiporn Wichawuth and Theeraporn Uwanno (1999 : 131) described theory of social learning that Social learning theory believes that ethic is the tool used to evaluate right or wrong behavior of people . These rules originate from learning.

1. Basic concept - Part of human learning is from their own direct experience the other is by observation of other people's conduct and the rest is by listening to others' story, reading or recording which enable the learner to learn widely and fast. Human' s belief has power to set up behavior of human beings, such as someone tolerates to suffering because he believes that it will help him with future happiness.

2. Method of ethical implantation - Principle of social learning is a direct and indirect experienced management , such as the words that make the learners believe that what behavior leads them to what kind of sin, so instructor has to associate it to the learners' experiences which can be managed as follows.

2.1 Provide reinforcing condition and punishment condition

2.2 Organize discussion to have the learner learn from several opinions of the people concerning the relationship between behavior and the result of sin and individual desired or undesired sin they have committed

2.3 Have the learners see examples of conformable practices.

2.4 Build conditions that the people who do good deed, is accepted and praised whereas people who commit bad behavior are blamed. These practices are to make the learner to have direct learning experience and example of reinforcing and punishment.

3. Ethical implanted person should behave as an example. How much result will affect the learner depending on what the person who implants the ethic does or doesn't, for example the leader of the country has shown whether or not he is honest. If the ethical implanted person lacks of self-control as he keeps teaching the others the ethic will hardly occur. The person who is unable to give example of good behavior should not be ethical implanted person.

Learning and teaching of ethics

Learning and teaching of ethic are different from teaching and learning of other subjects. Ethical teaching does not concern with knowledge, idea using brain alone it also depends on several models and situations to generate impression. The unethical teacher hardly teaches the learner to have ethic (Committee Board of National Education, 1981 : 24).

Somkid Isarawat (1994) suggested that in teaching aimed to develop ethic, any method can be used to help the learner comprehend, see (with example) and benefit using the following techniques.

- 1) The teacher should have own principle of teaching technique, understands or know how to teach the learner to feel impressed , untiring or forced to learn.
- 2) The teacher should motivate the learner to think for understanding and untiring learning.
- 3) The teacher should emphasize real and regular practice starting from simple lesson as the learner needs, teaching them to love himself, friends and others in society and simply accept wrong doing first.

4) Ethical implantation should have the learner himself understand the importance of ethic to see that it can help him.

5) Evaluation of ethical building should be done regularly, such as observing the learner's behavior.

From experimental research results on efficiency of ethical teaching model conducted by Department of Curriculum and Instruction Development (1985 : 222) found that ethical learning and teaching would result in efficiency and good if several methods of teaching and learning are integrated to make teaching perfect. Ethical development project should be organized continuously for all levels, provided ethical support activity and broaden its development.

Thawatchai Chaijirachayakul (1988 : 173) found that ethic should be taught in all subjects by using several teaching techniques.

Religion Department (1979 : 20) suggested that there are many ethical teaching techniques.

- Learning contents and teaching techniques should be modern and appropriate to the learners.
- Teaching should go along with reason and supporting evidence to indicate advantage and disadvantage of the practice.
- Regular practice of good behavior should be performed by taking teacher 's good behavior as a role model.
- The lesson should be closely related to real – life and daily problem.
- Teaching technique should be exciting, motivating, untiring and thinking of the nature of learners.

Department of Curriculum and Instruction Development (1980 : 228) stated that the teaching of ethic should be a continuous project.

Learning institute should provide supporting, understanding, virtuous and ethical atmosphere. When behavior has changed it should be permanently maintained and reinforced by expressing ethical behavior at all time. Adult close to the learners should behave as a good example to them.

Society has laid down practical rules and regulation for the people who intend to accept ethic. The highest level of ethical teaching is the building habit until it becomes permanent habit. It is the highest ethical teaching that its general principle emphasizes 5 evaluations of decision making which are

- Teaching to initiate understanding and reason.
- Teaching to initiate attitude.
- Teaching to initiate desired behavior by practical testing.
- Guiding to make decision for self-practice and apply it to all situations.
- Teaching to become constant habitual practice.

Chamnan Pooaim (1994 : 10) proposed the concept of ethical training that the change of attitude, belief and several values of the people, depend very much on the combination of art of leadership, motivation, human relationship and a good role model of executives. Seminar, training and educational tour set up by the high level with sincerity, clearness and concrete will be another mean to reinforce the learner. Every human wants to do good deed by nature. They want to be praised but the opportunity and someone who can guide deeply and appropriately has not yet come for them.

5. Theoretical concept on attitude and the change of attitude

D. Kate and E. Scotland (1959) referred in Pachanee Worakawin (1983 : 77) defining attitude that it is a trend to evaluate several particular values or symbols to any direction.

Attitude means specification of behavior model which has certain direction and chooses to express behavior to the same direction or against object, person and several situations. Sherif and Sherif (1969) defined that attitude involves person's idea,

belief, feeling, habit, motivation or trend that are ready to act toward environment or response in term of like or dislike. Every body has different motivation and emotion.

Characters of attitude

Surang Kowtrakul (1981 : 367) defined characters of attitude as these.

- 1) Attitude can be learned.
- 2) Attitude is the motivation to initiate the person to encounter or avoid positive and negative motives.
- 3) Attitude consists of 3 components that are feeling, idea and behavior.
- 4) Attitude can simply change from positive to negative or from negative to positive or probably and completely stop.
- 5) Attitude changes as society of that people changes because that society probably has particular value and ideas. The value influences attitude of social member. So if someone wants to change attitude he has to change his value.

Theoretical background and the change of attitude

Pacharee Worakawin (1983 : 80-81) described theoretical attitude that

1) Conditioning and Reinforcing Theory, such as Pavlov's theory which associates dislike to like resulting in liking both. The theory consists of 3 approaches.

1.1 Association is to associate 2 more motives together.

1.2 Reinforcement is Skinner's principle giving reward to the attitude generated.

Critic and praise can change attitude into 2 characters. Public compliance is the idea and action conformable to each other because of self-interest. The other is the change of the entire opinion called Private compliance.

1.3 Imitation model is to follow other's attitude.

2. Incentive theory Kate stated that " someone has attitude toward something he has to believe that, that thing will be beneficial or creating satisfaction for himself". This results from basic motivation that is divided into 4 functional attitude types.

2.1 Attitude is a tool to enable the person to reach his/her goal and to adjust himself.

2.2 Attitude can be used as a self – protection which is the belief to turn the fact away and initiate self-comfortable or self-protection from bad thing.

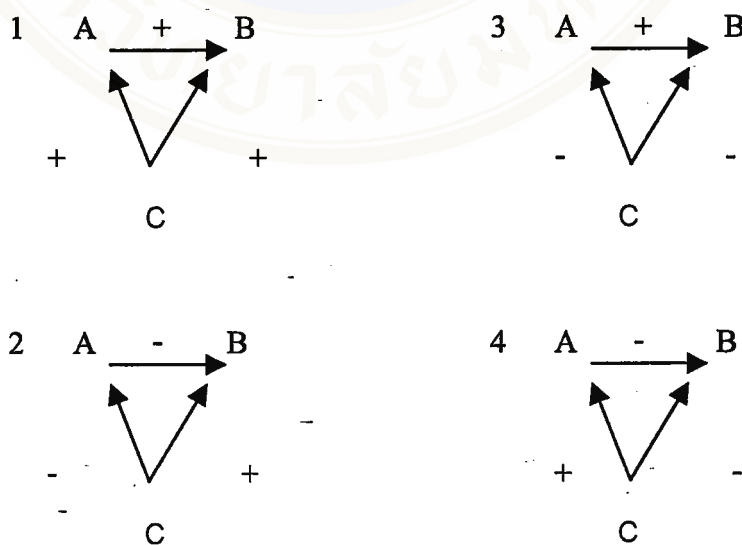
2.3 Attitude helps express individual behavior showing his certain behavior.

2.4 Attitude helps generate learning.

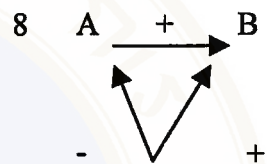
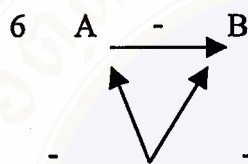
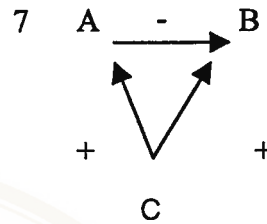
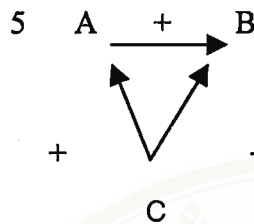
3. Heider's Theory of cognitive consistency (1946)

State of balance will occur when relationship between two pairs get out of 3 persons in the form of triangle and turn either positive or negative as shown in picture

State of Balance



Space left for drawing picture



From A,B,C, picture 8 shows that C likes B but dislike A, but A likes B. This situation causes inconsistent state because C is pleased with what he likes but is not pleased when the one he dislikes pleased with what he likes.

The method of adjusting state of balance is to change self-attitude or change from dislike to like using several methods such as ignorance, change of his/her attitude to get along with his friend and forgetting about conflict and not acceptance.

4) Osgood's Cognitive Theory (1953) stated that different people have different attitude toward the same thing. It depends on messenger and our attitudes, if we have good attitude toward him we will also have good attitude toward that message which affects acceptance resulting from message evaluation.

5) Leon Festinger's Cognitive Dissonance Theory (1957)

This theory stated that Human is intolerable to changeable thing or conflict so when conflict occurs he will find way to get rid of it.

Conflict usually occurs after selection. The method of lessening the conflict is to pay more attention to what it has been chosen and lessen attention to what it has not been chosen.

The change of attitude

When the people's attitude occurs even it probably exists for sometimes but it can be changed. The change appears in the 3 components of attitude as previously mentioned that is the change in person, situation, news, propaganda and many different things to initiate either voluntary acceptance or being forced to accept such as law, and rules.

The good cause of attitude change depends on several information the person received that he has a real insight into it whether or not it is good insightful relying on the resources of information or the information itself. The nature of person such as he has high confidence in himself believing that he knows every subject well ignoring other resources of data. These issues cause unreal insight resulting in problematic change of attitude.

Mc. Guire's process of attitude change (1968) described 5 processes of attitude change consisting of

1) Attention is to pay attention to listening. If someone is not interested in listening, the future process will not happen resulting in no change of attitude. The resources to the people's attention are speaker herself and the subject contents.

2) Comprehension is to comprehend the meaning in the message. If the message is too easy or too difficult the people will not pay any attention or will not understand it. We can see from advertisement that takes the least time to draw attention from the audiences to listen most. This approach can be applied to the teaching which is the same process.

3) Acceptance is the results from 1 and 2. If the people listen and understand acceptance will occur. Conversely, if they do not listen and do not understand they will quit and not accept it.

4) Retention is either a long-term memory or a short-term memory that has been existed for quite a while. When the time goes by it might be changed. If the person has been highly respected the memory will exist for a long time.

5) Action is when the person changes his/her attitude the action will also change that it affects public and society as a whole. However, if belief has been changed without any action it will not affect anyone.

6. Concept on health care service for quality and virtue

Health care services refers to full cycle of medical services providing for the treatment of disease in the hospitals.

Quality means the whole specification of anything that expresses its ability to respond to the need of customers / service recipients as clearly or probably required (Sithisak Pruekpitikul, 1999 : 1).

Quality is the beneficial condition toward customers or service recipients. Customer- interest should be correct from the beginning and what should be done is to solve the problem or to respond to the need of customers and to follow technical or professional standards (Anuwat and his team, 2000 : 12).

Anuwat also proposed concept and meaning of good service quality consisting of several components.

- Competency of service provider
- Appropriateness of service is the practice that conforms to or is required by professional standards.
- Effectiveness of service is the results of the patients' recovery without any disability.
- Efficiency of service is the use of resources in full capacity to obtain the best result.
- Safety of service is without danger or adverse effect.

- Accessibility of service or essentiality of service.
- Equality of service
- Continuity of service

Chamnan Pooaim (1994 : 16) stated that good quality of service should consist of the following basic components.

S. Service concept - Service is a duty and an honor.

E. Enthusiasm

R. Readiness and Rapidity

V. Values give what is worth to customer.

I . Impression and interesting are built for the customer.

C. Clean

Correct

Courtesy

E. Endurance control

E. Emotional control

S. Sincerity

Smiling

Chamnan Pooaim(1994 : 16) presented concept of service development that should compose of 3 components.

- 1) Work system
- 2) Environment and workplace
- 3) Man

Working system development

The main purpose of working system emphasizes facilitation, swift, precision, modern, joint participation and teamwork.

Development of environment and workplace

Clean, order, beauty, comfort, modern, taste, safety and environmental conservation are emphasized.

Personnel development

The person himself should initiate service development utilizing the following components.

- 1) Knowledge - He/she should have precise working knowledge.
- 2) Experience
- 3) Feeling - He/she should have good feeling during service.

Most working persons have possessed a lot of or some knowledge and experience. If some lacks of these items, he/she may gain them more without any difficulty, however, good feeling is another thing, spirit is to be created in the person himself because good feeling is the heart of service.

Jintana Boonbongkarn (1996 : 22) stated that the service providers are the most important persons who serve customers directly and should receive

- Training to implant service consciousness is essential.
- Gaining knowledge, ability or skill to service providers for their job's responsibility. They should know their job's responsibility and associate it to others with confidence without any damage.
- Modifying behavior – courtesy, kindness, caring for and in the state of sincerity and fast service.
- Looking after their looks, neat appearance, generating impression toward the people at first sight.

Sithisak Pruekpitikul (1999 : 1) said that quality development of the hospital should depend on the following components.

Health Care Providers - These people consist of doctor, nurse, pharmacist, medical technologist, nutritionist, physical therapist, psychologist and aid nurse.

Medical instrument and supply - They should be modern, well maintained and well organized, etc.

Buildings - They should contain standard facility to facilitate working, be well maintained, clean and in orderly manner.

Risk management - The risk programs are set up for prevention of disaster , infectious control, fire disaster plan and mass casualty etc.

Inspection - These include self-evaluation and inspection, utilization review, peer review etc.

Management - These include finance, insurance, personnel, training, efficiency gain and quality control.

Information technology management -These concern record, information technology, document system and medical statistic.

$$\text{Efficiency} = \frac{\text{the patient's results (such as treatment result, satisfaction etc)}}{(\text{personnel} + \text{instrument} + \text{resource} + \text{drug and supply} + \text{expense}) \times \text{time}}$$

Conclusion

The principle of quality service development is aimed to respond to the need of customer or service recipient by improving working process systematically and continuously. Data, creativity, teamwork environmental development, workplace, personnel, professional standard, safety and the building of service recipient/customer's impression play a vital role in the quality service development. Now a day, there are several quality control systems to choose to assure quality of the hospital such as ISO, HA, TOM etc.

Concept of health care service for virtue

The important thing to help develop health care service with virtue is to develop awareness of providers to have good and permanent ethical development first. Ethical development related to knowledge, emotion, attitude, belief, values, environment, religion, child-rearing method, law that every element is equally important. But the most important thing that affects ethical development of health care service providers in the hospitals is “ value ” and it should be Moral Values. Values of the high society groups are the values that they find them worth behaving, praising, correct and they must be transferred, trained, implanted and changed according to surrounding atmosphere (Sivalee Sirilai , 1996 : 77).

Good values of various professional society groups are the principle of people’s behaviors in each particular group of profession taken as a spiritual encouragement to generate virtue, and ethic called “ Code of Ethics ”. The Royal Dictionary, 1982 defines that ethic is the whole components of professional behaviors that have been set up to conserve, and support honor, reputation and status of the members.

Board of Medical Council of Thailand has approved in 1984 that qualification of medical doctor should have basic diverse qualifications including virtue and ethics. The desired ethics consist of 12 components as Rural Doctor Society (1987 : 142) set forth.

- 1) Veracity
- 2) Intelligent problem solving
- 3) Kindness
- 4) Meditation/ consciousness
- 5) Meticulousness
- 6) Fidelity
- 7) Endurance and composure
- 8) Generosity, good communication, lavishness and proper self-status

- 9) Industriousness and thriftiness
- 10) Sinful avoidance
- 11) Unity and sacrifice
- 12) Social responsibility

The International Council of Nurse (ICN) sets up 5 ethics (FRY, 1994 and HAL , 1996)as follows:

- 1) Respect autonomy is to honor the patient believing that he has personal freedom to act, decide and accept belief and value of individual.
- 2) Justice is to believe that all patients have equal right to receive treatment, medical instrument, medical fee and any other rights from the hospital.
- 3) Beneficence concerns that the nurse treats the patient like the parents looking after their child. She should applies standard of nursing, right principle of nursing for the patient's satisfaction and non-inefficiency without causing any harm on the service recipient both nursing and prevention of adverse activity.
- 4) Veracity involves in the truth and relationship between the nurse and service recipient such as nurse should keep the patient's words and faith, and right and factual data confidentially.

Code of nursing ethics

Nurse Association of Thailand has set up nurse ethics toward people as these:

- 1) Work consciously realizing of value and dignity of human.
- 2) Behave equally towards people's rights without any discrimination of race, religion and person's status.
- 3) Avoid prejudice and the use of authority for self-interest.
- 4) Keep the patient's personal information confidentially.
- 5) Use full knowledge and ability to diagnose, solve health problem properly and appropriately for the status of people, family and community.
- 6) Prevent hazard that might affect the people's health.

Medical profession begins in ancient Greek with medical ethics of Hippocratic oath stating important contents on physician to realize the human value, have virtue and proper conduct to remain professional honor., some examples mentioned in Sivalee Sirilai (1986 : 1) as follows:

- Respect instructor like father and mother
- Use the knowledge meticulously to help the patient.
- Do no harm to the patient both verbal and gesture, and action.
- Do not give any harmful thing to the patient even it has been requested.
- Do not perform abortions on the women.
- Do not use human body at a faulty mean.
- Determine primarily to help patient.

Besides, The American Medical Association has set up 7 medical ethics referred in Kasame Watanchai (1991 : 113) that the physician must

- 1) Devote himself for efficient medical service with understanding and respecting human's dignity.
- 2) Behave honestly toward the patient and colleague and expose the doctor's character, malpractice and deceit.
- 3) Obey law and being responsible for the correction of rules that are against the patient-interest.
- 4) Respect the right of the patient, colleague and other medical personnel and protect the patient's faith within scope of law.
- 5) Seek further study for the benefit of profession, the science knowledge that is appropriate to the patient, colleague and the public interest, and accept medical consultant and use of any other health personnel's ability when any indication occurs.
- 6) Be free to select patient and the person concerned and medical condition to be treated with appropriate service to the patient excepting in emergency cases.
- 7) Be responsible for the joint activity to reinforce community development.

The rights of service recipient

Rights mean the right to confirm with others for self-protection or self-government which is the person's right to get. Therefore, the rights of the patients mean the rights to obtain several health care services for self-protection and self-government without interfering with any others' rights. Thailand has professional associations that are medical council, nursing council, pharmaceutical council, and dental council. They organize and proclaim the rights of the patients for the people and the patients to understand, lessen conflict and lead to understanding of good nursing. There are 10 patient's rights referred in committee board of medical controlled art (1998) as follows:

- 1) All patients have the basic rights to obtain health care service as written in constitution of kingdom of Thailand in 1997 section3 concerning the individual rights and freedom. Article 52 stated that individual has equal rights to receive health care service standards and the poor has the rights to obtain free health care service from the public hospitals as the law set forth.

- 2) The patient's rights to receive health care services from health care providers without discrimination of status, race, religion, society, politics, sex, age and the condition of sickness.

- 3) The patient's rights to receive sufficient health care service information and understand clearly from medical profession for making consent regarding the treatment excepting in emergency case.

- 4) The patients' rights to receive emergency treatment from medical profession without any request.

- 5) The patients' rights to know name and medical specialty of health care providers who have provided the services for them.

6) The patients' rights to obtain professional opinion from other health care providers who have not provided health care services for them and the right to change health care service providers or the service places.

7) The patients' rights to classify self-information from health care service providers excepting the patients' consent to express or by law ~~ordered~~.

8) The patients' rights to receive complete information to participate in or withdraw from being the subject of research experiment conducted by health care providers.

9) The patients' rights to receive nursing information appeared in the patients' cards when requested and the information will not interfere with the other peoples' rights.

10) Mother, father and legal representatives of the patients have the rights to exercise on behalf of the patients who are under 18-year- old, having physical defect or mental problem that are unable to exercise their rights.

Conclusion

In virtuous health care services, physicians or health care providers must strict with ethical principles that is professional ethics, besides they must recognize the patients' rights, interest, safety, equality, justice, dignity and values of service recipient.

7. Delphi technique

It involves seeking process of unique idea in the group related to future possibility of time, evaluation and situation by utilizing questionnaire to meet with Prayoon Sriprasarn referred in Prapaporn Moonsadang (1988 : 56).

Delphi technique is a research study using opinion taken from group of experts needed. This method began systematically in 1952 but it was kept secretly due to American Air Force Education used it to do research on several things. However, it

was disclosed for the first time in 1962 after it had been used for 10 years by American Air Force. Delphi technique was initiated and developed by research experts of Rand Cooperation named Olaf Helmeier and Norman Dalkey open to the public. They also wrote article entitled " An Experiment Application of the Delphi Method to the Use of Expert " in the Journal of Management Science, the 9th year, No.3 April 1963 which promoted Delphi technique story widely.

Prayoon Sriprasarn (1980 : 5) referred to Rasp, Jr.'s definition of Delphi technique (1973 : 29-30) that it is a technique that collects all final decisions aimed to win over the weak decisions. In the past, all decisions had to be made on particular expert or group or final approval of the meeting. Thorton and others referred in Pongsiri Samlee (1992 :11) that Delphi technique is a tool used to solve problem and to make decision in various situations. It is the method used to modify any things that have been accepted by group of experts.

It can be concluded that Delphi technique is the seeking process to find the answer from group of experts' opinions related to future possibility of time, quantity or various situations by using questionnaires. Delphi technique's characters in general are

1) A group of independent experts expresses opinions without encountering, and knowing each other because they do not want any others' opinions to influence over or affect decision making of anyone.

2) The experts must answer questions required on all steps.

3) To obtain precise and reliable opinions, repeated questions have been used many times.

4) Statistical analysis is used in all steps to lessen distribution of group responses to cause conformation. Statistic used concerns median and interquartile ranges.

Delphi technique is very beneficial in prediction and plan for the future especially educational planning and other aspects.

Rasp, Jr. (1974 : 42) stated that data taken from Delphi technique can be used to generate development to achieve target or aim that has been set forth because the data will indicate the responses of the group whether it supports or is against future agreement and also shows order of conformable opinions and unconformable one.

From the aforementioned Delphi technique, the achievement of this type of research significantly depends on the experts who answer questionnaires. So the selected experts should be knowledgeable and well understanding of the subject they study that helps with precise and reliable research. The number of expert used in this study is not exactly determined how many should it be, however, Thomas, at Mcmilland referred in Kasame Boonon, used Delphi technique for his research, presented that in his research he used over 17 experts with less rate of error shown in the table below.

Table 1 shows results of error decreased in the number of experts

No of expert	Decreased error	Error
1-5	1.2-0.70	0.5
5-9	0.70-0.58	0.12
9-13	0.58-0.54	0.04
13-17	0.54-0.50	0.04
17-21	0.50-0.48	0.02
21-25	0.48-0.46	0.02
25-29	0.46-0.44	0.02

Process of Delphi technique

Somboon Tanya referred in Prapaporn Moonsadang (1988 : 56-57) stated that it is a research process starting with selecting group of experts or group of people to answer questionnaires. The first set of questionnaires is usually an open-ended question

allowing them to answer broad problem and aiming to collect opinions from all the group of experts while the second set is developed from the first one. The responses taken from the first set are modified into questions concerning problem or the subject to be studied. In the second set the groups of experts are asked to approve order of important questions or problems in term of percentage scaling from 1-5, 1-6 or 1-7 or score from 1-10 for example. The third set of questionnaires is developed from responses analysis taken from the second set consisted of sentences or questions similar to the second set but it shows median and interquartile range of each question including position of the experts' responses. This round of responses, each expert is asked to review and consider his response once more that he might change his response when he sees the data of the group's responses or stays firm on his responses. In the case that the experts' responses are either higher or lower than or between interquartile range he will be asked to give the reason for the responses.

Delphi research model normally allows over 17 experts to answer question 4 times for the reason of decreasing error as shown in the table, this study has them answer three times the reason is that the opinion taken from the third round questions shows little difference from the forth round (Prayoon Sriprasarn, 1980 : 54).

8. Related research

Delphi technique research

The use of Delphi technique is to study type of model, model plan or example to bring them to educational development. Some-researchers used Delphi technique to study several subjects but a few on ethics. The research subject closed to this study was by Pamorn Pramkao (1993 : abstract) presented training model on personnel training for ethical development of student teacher on education subject at teacher college.

Questions on opinion of experts on training and ethical development were distributed to 21 experts for 3 rounds of Delphi technique. The questions contained policy, purpose, organization, personnel management, function, budget and training evaluation program.

The research findings

1) **Policy** - Teachers and other personnel of teacher's college should be trained to be ethical development personnel whose body, society and mind should be developed to have high ethics and to be example for student and society.

2) **Purpose** - It emphasized that participants were knowledgeable and understanding of ethical development training process, showing good example and being able to bring principle and training technique for ethical development to apply for the training of student accurately.

3) **Organization management** - Training center responsible for instructor and ethical development personnel to become personnel who can train student an ethical development with several committee from various sections of teacher college and other workplaces should be established.

4) **Personnel management** - Training center should contain trained staff and instructors selected from workplaces of teacher college and others. These people should have knowledge and ability, personality, virtue and special idea towards working. The participants consisted of instructors and personnel of teacher college, and persons interested in the training total of 40 in one class.

5) **Function** - Committee Board who was responsible for the training surveyed the training need, then organized long-term continuing project plan with 1 year advanced training plan prior to budget year. Curriculum was set up both theory and practice using technique and training method and several information technology of education taken 3-5 days of training for each class.

6) Budget - It should be 1 year advanced training plan prior to fiscal year making use of government budget, educational support fee, extra income, donated income from private sector and tuition fee income.

7) Evaluation - Training program should be evaluated at the end of the course and after 6 months aiming to evaluate the change of behavior and reaction of the participants toward training program.

Study of ethical training model appropriate to personnel of Ramkhamhang University conducted by Sumalee Kongswang (1999 : abstract) found that The purpose of the study was to build ethical training model appropriate to personnel of Ramkhamhang University. The questions were presented to 20 ethical training experts for their opinions, then opinion data was approved for building appropriate ethical training model for the Ramkhamhang University's. Delphi technique was applied 3 rounds. The first round consisted of 115 questions together with open-ended questions was distributed to experts for their opinions on each question. The questions contained 4 ethical training aspects concerning policy, purpose, organization management, personnel and function. The responses resulted from the first round were brought to build question model using average value proportion of 5 levels to use for opinion of the experts for the second and third round. Median and Interquartile Range were used as the indicator of experts' approval. The questions showed the median range between 4.00- 5.00 while the interquartile range was between 0.00-5.00 that was an appropriate value to use as a component of suitable model for ethical training program for Ramkhamhang University's personnel.

The research results showed as follows:

1. Policy There are 5 most appropriate and very highly conformable range of questions, 7 most appropriate and highly conformable range of questions and 2 very appropriate and highly conformable range of questions.

2) Purposes There are 2 most appropriate and very highly conformable range of questions, 9 most appropriate and highly conformable range of questions, and 1 very appropriate and highly conformable range of questions.

3) Organization and personnel management There are 2 most appropriate and very highly conformable range of questions, 18 most appropriate and highly conformable range of questions, 8 very appropriate and very highly conformable range of questions, 29 very appropriate and highly conformable range of questions, and 6 very appropriate and less conformable range of questions.

4) Functional management There is 1 most appropriate and ver highly conformable range of questions, 6 most appropriate and highly conformable range of questions, 5 very appropriate and very highly conformable range of questions, 14 very appropriate and highly conformable range of questions.

Yupadee Somburanasin (1997 : 170) studied reinforcing ethical activity of student nurses of the King's Mother College of Nursing in central Thailand using Delphi technique randomly group of 23 experts who had ethical experience with student activity. Research instrument was questionnaires model asking experts' opinions on organizing student activity for student nurses' ethical development of The King' s Mother's. Statistical analysis of median and Interquartile ranges were applied. The research found that reinforcing ethical activity emphasizing desired ethics for professional nursing of 9 aspects consisted of veracity, kindness, discipline, courtesy, devotion, respect of human dignity, cooperation, unity and endurance by considering objectives, activity and evaluation.

The study showed that the purpose of activity provided for reinforcing ethical university student nurses did not aim to educate them ethics only because it was unable to generate ethic in them. Therefore, the aim to organize ethical activity should focus on initiation of high ethical attitude and followed by real ethics. So the purpose should emphasize student nurse to be able to analyze and criticize several behaviors existed in

society and seek means for self-response to obtain desired practical consciousness and implant good consciousness for social interest, finally realize the social and responsible roles.

Activity should include virtue and indirectly teach it both inside and outside of the class and in all subjects. Characters of activities are group discussion, situational assumption, group process, and the most important activity is a teaching by using case study that is the presentation of problem occurred to service recipient. The problems comprise discussion topics, teaching guideline, learning objectives, measure and evaluation to give student an opportunity to analyze good point and weak point of behavior occurred including guideline plan for good and correct social behavior for action. This is one of the methods that initiate knowledge and insight in the arts concerned. Also idea and the touch of experience taken from case study can change the students' idea, mind and attitude that enable them to understand more of themselves. External class activity is appropriate to student aged between 19-25 because it initiates a working group to study each other behavior and to develop appropriate personality, such as activity to reinforce ethics on veracity by organizing veracity week, activity to reinforce ethics on kindness by donating money and things etc.

Evaluation is the process used to determine the results of activity whether or not it comes out as planned. Evaluator may evaluate each other or instructor who is responsible for student activity or joint instructor evaluators, to evaluate evaluation guidelines using observation method, questionnaires asking for opinion. Participation in training program action during doing activity, ability to indicate good point and weak point of decision making or presentation of precise and good action guideline and of several problems, conclusion of learning and work results should be continuously and regularly performed for the desired professional nurse ethics.

Related research concerning curriculum of learning and teaching ethics

Related research on ethical nursing curriculum involves learning and teaching ethics in Nursing Science Curriculum (Yaowalak Banjongpru and team, 1994) to analyze ethical nursing science curriculum, to study teaching and learning problems and to organize reinforcing activity course, activity problem and studying guideline of ethical development curriculum. Research subjects consist of 43 public and private Nursing Institutes teaching nursing science degree. The instrument is a basic survey form containing open-ended questions relating to ethical learning and teaching organization, reinforcing ethical activity and ethical quality development curriculum, ethical degree student. The study finds that Curriculum philosophy and purpose of Nursing Science or equivalent degree of all involve ethics and ethical profession containing in each professional background subject alone , in the assigned subjects and in general subject background. Most teaching methods use lecture, discussion and example of situation with ethical supplement. Evaluation methods, in general, use examination, report presentation , behavior observation. Most learning problems involved insufficient number of role model teachers while ethical reinforcing activity problem was on less number of participants to participate in training, meditation, Buddhist activity and sports etc. Ethical curriculum development should assign clearly ethical professional development subject or ethical subject into curriculum while most learning and teaching process should include ethical contents in all nursing subjects both theory and practice with atmospheric motivation for decent ethical person.

Study of learning and teaching nursing science : situation and trend (Krongdai Koonhasut, 1996) derived from group of nurses, colleagues and service recipients in public and private hospitals in Bangkok total of 180 persons. The researcher interviewed them on their desired nurse characters for the improvement of learning and teaching methods. The results showed that on practical nursing aspect, nurses need someone who is able to solve problem whereas colleagues and service recipients need

nurse who handles nursing with confidence. On professional ethics aspect, nurses need someone who is able to solve problem and enthusiastic while colleagues need nurses who can keep things secretly, service recipients need meticulous nurses. On personality and human relationship, both nurses and service recipients need nurses who work well with others and emotional stability. This study proposed philosophy and aim of learning and teaching organization to make use of Buddhism intelligent, consistent intelligence and virtue. Curriculum and subject contents should be all broad and integrated, and correlated to way of life and self- independent study attached to student center of ON ethical learning and teaching.

Related research reason and development

Worawee Pueng Wiwatnikul (1997 : 345) studied intelligent ability and ethical reason ability of Thai members of parliament to find out their levels of intelligent ability and ethical reason ability. The study compared their ethical reason ability distinguished from sex, age, educational level and previous profession, and studied correlation between intelligent ability and ethical reason ability. The subjects were members of parliament selected on 17 November 1996 total of 66 consisted of 56 males and 10 females. The instrument used was an intelligent and ethical reason abilities evaluating model. These involved: Data was analyzed by (1) comparison of average score using T score, (2) median and interquartile ranges (3) comparison of average score difference of each pair using Cheffe technique and (4) correlation Using Pearson technique.

The study showed that

- 1) Most members of parliament have moderate intelligent ability.
- 2) Most members of parliament have high ethical reason ability.
- 3) Both male and female members of parliament have equal intelligent ability.



4) Members of parliament who have different age group, have different intelligent ability with important statistic at .05 level, that is, age group between 25-44 has higher intelligent ability than age group between 45-44 and over 45 with significant statistic at.05, finally age group between 45-54 and over 55 have equal intelligent ability.

5) Members of parliament who have different educational levels, have the same intelligent ability.

6) Members of parliament who have different professional backgrounds have the same intelligent ability.

7) Male and female members of parliament have the same ethical reason ability.

8) Members of parliament who have different ages, have the same ethical reason ability.

9) Members of parliament who have different educational levels have equal ethical ability.

10) Members of parliament who have different professional backgrounds have the same ethical ability.

11) Members of parliament's intelligent ability is not correlated with ethical reason ability.

Duangduen Pantumnawin (1995) studied ethical development showing that human behavior derives from environment while the mind is from environment influencing human behavior with different proportion. If people were created and trained to be kind and strong, environment would have less effect on their behaviors. They will be able to resist external motive that is the important quality of mind for the people who always do good things and avoid doing bad things.

Pasaree Tuchinda (1996) studied human mind development in workplace emphasizing consciousness, virtue and ethics. A case study of North Bethaco industrial

company limited shows that the real situation of human development to have good and perfect consciousness, virtue and ethics, family institute should implant and inherit them good things from the day they were born. It is also found that supporting elements and problems of mind development resulting from macro level relating to economical situation, technology development, social condition, related institute and political standard are the elements affecting mind development both positive and negative effects. On micro level or organization regarding leadership vision, policy, budget, knowledge and insight including environment condition in the organization are an indicator whether or not mind development will be successful.

CHAPTER III

METHODOLOGY

The study aims to find out a training model on awareness of providing good and appropriate services for health care providers in the hospitals under Ministry of Defense in Bangkok. It is a surveyed study aimed to discover entirely efficient training model structure to train service consciousness, and to reinforce service behavior in health care in the hospitals with efficient quality and virtue, and continuation and equality in all places, time and every opportunity. These services behavior will become culture of the organization.

Method of study

1. Population

Population consisted of group experts of all ages and sexes, who hold at least bachelor degree with 10 years teaching experiences, experience in curriculum, virtue and ethics teaching and service training, to answer questions with expressing opinions using Delphi technique.

Population's criteria

Selection criteria was set up for choosing group sample as these:

1) Qualified experts group of any age, sex and Institutes total of 19 persons were intentionally selected to answer questions using Delphi technique.

1.1 University lecturers, instructors, and eminent scholars from University Affairs Department and other well known offices total of 7 persons.

1.2 Of 6 persons, every 2 medical lecturers and nursing instructors were selected from Bhumibol Adulyadej hospital, Pramongkutklao hospital, Prapinklao hospital.

1.3 Manager of well known training institutes total of 6 persons were selected.

2. Instrument

Question model of Delphi technique asking for opinion, was used to build good service consciousness training model appropriate to health care service providers in the hospitals under Ministry of Defense in Bangkok. The experts were asked to answer 3 round questions as these:

1) Study of document and related research to find out scope of contents and important steps to determine the model for building question model. The model consisted of multiple choice and open-ended question types provided for the experts to answer and express opinion in open-ended question. The study set up scope of data for building up questions for the first round shown below:

1.1 Purpose and objective of the training course

1.2 Subject contents of the training course

1.3 Teaching technique and organizing and learning activity

1.4 evaluation

2) Data taken from the first round were brought to second round for building question at proportion of 5 rating scale.

- Over 60% of responses from the experts was made up questionnaires for the second round questionnaires (Pamorn Pramkao, 1993 : 120).

- The responses taken from open-ended questions were analyzed to build questionnaires for the second round questions.

Each of the experts' responses was determined to find out median and mean between interquartile range.

3) The third round questionnaires making up of the second round responses were analyzed to find out median and interquartile range (the third round questions model was the same as the second round questions model) for the experts to answer

again with the indication of median and interquartile range for each question. It also showed point of experts' responses to see whether or not they were in the scope of the group for the experts to consider their responses again to either confirm or change the opinions. In case that final responses were not compiled with the group median, the experts express reasons in the question model. If final responses were not compatible to the group median range without any reason it would be affirmed as a group opinion.

- all data taken from the third round questions were determined to find median and mean between new interquartile range.
- results analysis from the third round questions was developed to build good service consciousness training model appropriate to health care service providers in the hospitals under Ministry of Defense in Bangkok.

3. Data collection

Researcher distributed questionnaires and collected data directly and requested for cooperation and took an opportunity to explain and correct questionnaires model. Official letters from Education Department, Faculty of Social Science and Humanities, Mahidol University were issued. The request for the cooperation from director of Bhumibol Adulyadej hospital, director of Pramongkutklao hospital and director of Prapinklao hospital and related persons in conducting the research project were well supported.

4. Data analysis

After data was examined for correction and completion of questionnaires model in each round then it has proceeded as follows:

4.1 The first round questionnaires were selected to find percentage by using over 60% of responses to use in the second round questionnaires.

4.2 The responses taken from open-ended questions in the first round were analyzed for frequency to use in the second round questionnaires.

4.3 The responses taken from the first round questionnaires were built into the second round questionnaires with the proportion of 5 rating scale.

4.4 The second round questionnaires were the same as the third round questionnaires. Their responses were analyzed to find median range and mean between interquartile range in the second and the third round responses with the indication point of median and interquartile range of each questions and point of each responses of each experts. These results then were returned to the experts for reconsideration and review in the third round questions.

The third round data was analyzed to find interquartile range, then the results were interpreted and concluded to be build as a training model.

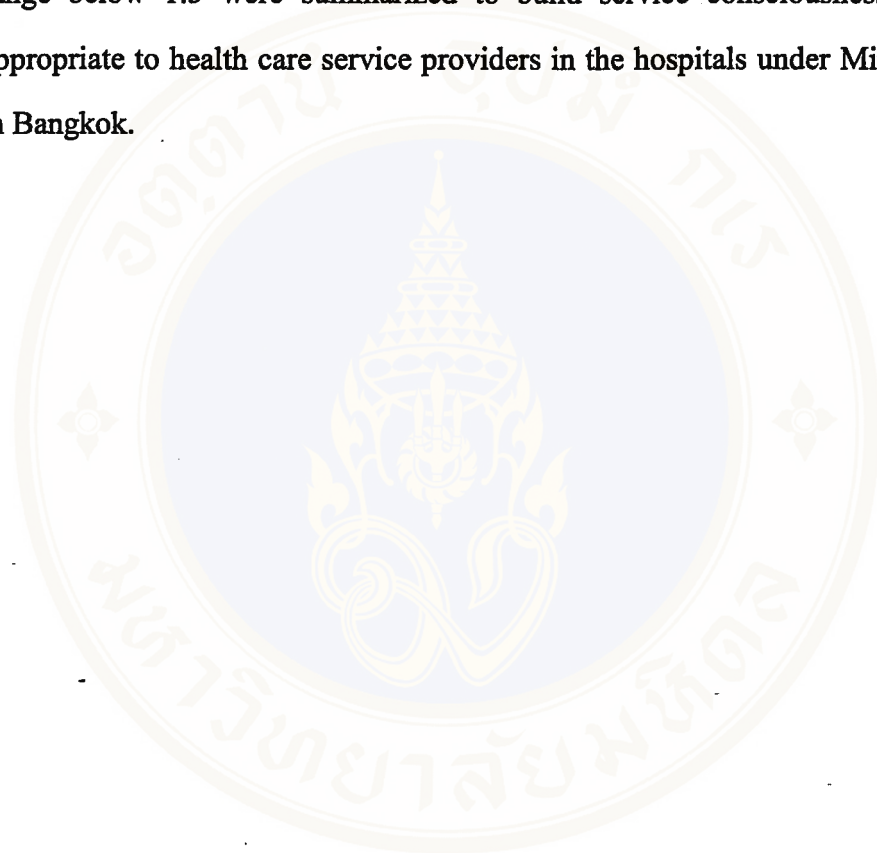
Criteria for interpretation of median range

Median range over	4.5	= the most appropriate responses
Median range from	3.50-4.49	= very appropriate responses
Median range from	2.50-3.49	= moderately appropriate responses
Median range from	1.50-2.49	= less appropriate responses or disapproval responses
Median range below	1.50	= the least appropriate responses or the most disapproval sentences.

Criteria for consideration of interquartile range in conformation to the responses

Interquartile range from	0.00-0.99	= very high conformable level of responses
Interquartile range from	1.00-1.99	= high conformable level of responses
Interquartile range from	2.00-2.99	= less conformable level of responses
Interquartile range over	3.00	= least conformable level of responses

In this study, the interquartile range below 1.50 was considered that opinion of experts toward the subject contents was conformable, and the interquartile range over 1.50 was considered that opinion of experts towards subject contents was inconsistent. The final responses of the experts with the median range over 4 and the interquartile range below 1.5 were summarized to build service consciousness training model appropriate to health care service providers in the hospitals under Ministry of Defense in Bangkok.



CHAPTER IV

RESULTS

The purpose of the study is to study and find a training model on awareness of providing good and appropriate services for health care providers in the hospitals under Ministry of Defense in Bangkok. The study aims to cover 4 significant aspects which will be developed into training curriculum. They are:

- 1) Aim and objective of curriculum
- 2) Subject contents
- 3) Training technique and activity
- 4) Evaluation

Delphi Technique is an instrument used to making questions. The technique has been used for three times with a group of 19 eminent scholars and experts. They have experience in ethical development, implantation of good consciousness, training, curriculum building and services that meet criteria of the study.

Questionnaires have been used for three rounds. The first round concerns multiple choice questions with open-ended question left open at the end of each question for the experts to answer whether they agree or disagree with the statements in the questions. The question is also open for various opinions, suggestions and recommendations for improvement and development for the second round questionnaire. The first round questionnaire has laid down 4 studied concepts as aforementioned. Problem, various conflicts, patients' complaints related to nursing services, research survey of in-out patients' satisfaction at Bhumibol Adulyadej Hospital are studied. Past and present of several training conditions, ethical training for personnel of Bhumibol Adulyadej Hospital, informal observation and question toward service problem together with document, text, publication and related research are

studied and reviewed for accuracy, educational standard covering 4 aspects proposed for study. Results taken from the study are brought to eminent scholars and experts for consideration, additional opinions and suggestions they find more appropriate and fruitful information. The information is judged using scale of over 60% acceptable to be used for second round question with suggestions taken from open-ended question that is developed to questionnaire scaling of 5 levels, then it is brought to experts for ordering an appropriation of each question. Finally, it is brought to find median and interquartile ranges. After the experts approved the second round questionnaire then it is analyzed and returned to the experts for reconsideration (the third round questionnaire is the same as the second round questionnaire). The questionnaires showing responses of the group of experts and their interquartile ranges are returned to them for consideration and review their responses once more whether or not they want to change them. The reason is to allow them to confirm their responses with the group. If their final responses are not in lined with the group's responses , and they stay firm with their responses they have to give reason and suggestion that are fruitful for the study.

The third round responses are analyzed for new range between median and interquartile ranges which are the final round approval used for interpretation. The results are concluded as a training model for good service consciousness appropriate to health care providers in the hospitals under Ministry of Defense in Bangkok.

Data Analysis Results

Data is analyzed to find research conclusion entitled “ training model on awareness of providing good and appropriate services the health care providers in the hospitals under Ministry of Defense in Bangkok ”. Delphi Technique is used for three rounds to analyze the responses of the experts. Statistic is applied to obtain percentage of the first round responses and the ranges between median and interquartile in the

second and the third round responses. Of 19 experts and the institutes are selected from the following places.

1) Srinakarintarawiroth Prasarnmit University	1 expert
2) Siriraj Hospital	1 expert
3) Life and Social Development Company Limited	1 expert
4) Royal Buddhist University	1 priest
5) Sutastepwararam Temple	1 priest
6) Noparatrachatanee Hospital	1 expert
7) Prapinklao Hospital	1 expert
8) Royal Navy College of Nursing	1 expert
9) Pramongkutklao Medical College	1 expert
10) Royal Army College of Nursing	1 expert
11) Bhumibol Adulyadej Hospital	3 experts
12) Royal Thai Air Force College of Nursing	1 expert
13) Technical Division of Directorate of Medical Service	1 expert
14) Department of Human Development and Training of Thai Airways Company Limited	1 expert
15) Training Section, Department of Educational Management of Telephone Directory of Thailand	1 expert
16. Human Resources Branch, Thai Commercial Bank Company Limited	1 expert
17) Ethical Reinforcement Center, Institute of Civil Service Development	1 expert

First Round Responses Analysis

The first round questionnaires consisted of multiple choice and open-ended questions are analyzed for building questionnaire model in the second round and the third round. The first round questionnaires consists of 86 questions making up of the following data required by this study.

1) Aim and objective of curriculum	14 questions
2) Subject contents of curriculum	20 questions
3) Teaching and learning techniques and organizing activity	31 questions
4) Evaluation	21 questions

The experts agree with the questions in lined with criteria that is over 60% acceptable total of 86 questions excluding lower 60% questions shown in table 1. Their opinions taken from open-ended questions are analyzed and developed for the next round questions.

From table II (see INDEX A) shows the responses of 19 experts compatible to the four aspects of the first round questions

100 % agreement has 29 questions.

95 % agreement has 32 questions.

90 % agreement has 17 questions.

85 % agreement has 5 questions.

75%-80% agreement has 3 questions.

Below 75% has none.

Second round responses analysis

The second round questionnaires are developed from the first round questionnaires. The results are over 60% and have been developed as the experts suggested. Some questions have been modified and some parts have been eliminated for appropriation, then they have been concluded into second round questionnaires total of 85 questions to find various and appropriate subjects using proportional level scale of 5 and consistency of all the experts' responses in this round.

Results analysis of the second round responses show median range and interquartile range with 4 aspects shown in table III (see INDEX A)

Table III is the results analysis obtained from the experts' responses of round 2 which is the opinions concerning appropriation and consistency of the responses in

various aspects of the training model on awareness of providing good and appropriate services for health care providers in the hospitals under Ministry of Defence in Bangkok showing.

1) Requirements of aim and objective of curriculum have 15 questions (questions 1-15).

From table 11 is the results analysis of the experts' responses in second round, whose opinions related to the correlative mean of various responses of good service consciousness training model appropriate to medical personnel of the hospitals under Defense Ministry in Bangkok.

1) Aim and Objective of the course consist of 15 questions (question 1-15) shown as follows:

The most appropriate aim and objective with median ranges over 4.5 show 15 questions.

None of very appropriate aim and objective with median ranges from 3.5-4.49 shows.

None of moderate and appropriate aim and objective with median ranges from 2.50-3.49 shows.

None of less appropriate or disagreeable aim and objective with median ranges from 1.50-2.49 shows.

None of least appropriate aim and objective with median ranges lower than 1.50 shows.

Very highly agreeable aim and objective with interquartile ranges from 0.00-0.99 show 2 questions.

High agreeable aim and objective with interquartile ranges from 1.00-1.99 show 13 questions.

None of less agreeable aim and objective with interquartile ranges from 2.00-2.99 shows

None of least agreeable aim and objective with interquartile ranges over 3.00 shows.

2) Requirements of subject contents of curriculum consist of 20 questions (questions 16-35) shown as follows:

The most appropriate content with median ranges over 4.50 shows 17 questions.

Very appropriate contents with median ranges from 3.50-4.49 shows questions.

None of moderate, less and least appropriate content shows.

Very highly agreeable contents with interquartile ranges from 0.00-0.99 show 4 questions.

Highly agreeable contents with interquartile ranges from 1.00-1.99 show 16 questions.

None of less and least agreeable contents shows.

3) Requirements of training techniques and activity consist of 29 questions (questions 36-64) shown as follows:

The most appropriate techniques with median ranges over 4.50 show 24 questions.

Very appropriate techniques with median ranges from 3.50-4.49 show 5 questions.

None of moderate, less and least appropriate technique shows.

Very highly agreeable techniques with interquartile ranges from 0.00-0.99 show 4 questions.

Highly agreeable techniques with interquartile ranges from 1.00-1.99 show 25 questions.

None of less and least agreeable techniques show.

4) Evaluation consists of 21 questions (questions 65-85) shown as follows:

The most appropriate evaluation with median ranges over 4.50 shows 21 questions.

None of very moderate, less and least appropriate evaluation show.

Very highly agreeable evaluation with interquartile ranges from 0.00-0.99 shows 9 questions.

None of less and least agreeable evaluation shows.

Results analysis of second round questions are approved and agreed by the group of experts with high consistency of nearly all of questions that they find 77 questions out of 85 questions most appropriate, and 8 questions out of 85 questions appropriate.

Analysis of the third round responses

The third round questions is the same as the second round questions which have been brought to the experts to answer once more with median range and interquartile range in each response for the experts to know status of their responses and reconsider their responses to confirm or to change them. If the final responses are not consistent to the group's responses they have to give the reasons in the third round questions, however, if the experts' final responses are incompatible to the group's responses without any reasons, it will be considered as an agreement with the group's.

The results of the third round responses are the mean range between previous and new median range and interquartile range, then results analysis taken from this round are developed to be the training model for good service consciousness appropriate to medical personnel of the hospitals under Defense Ministry located in Bangkok. As shown in table IV

Table IV Is the appropriate mean and agreeable responses of the third round training model of good service consciousness suitable for medical personnel of the hospitals under Defense Ministry in Bangkok covering 4 aspects

Number	List of Opinions	Appropriate mean	Compatible mean
1	<p><u>Requirements of aim and objective of curriculum should consist of the following</u> General and specific objective or behavior objective suitable for organizational policy and national policy should be set up, and they should be able to respond to the need and expectancy of service recipient.....</p>	5.00	0.00*
2	<p>Objective should cover development of personnel of all levels, and continually and seriously aim at good service consciousness development at every places, time and opportunity.....</p>	5.00	1.00
3	<p>Objective should be compatible to principle and reason with the aim to use it as a significant fundamental for prevention correction of organizational problem, due to problem ,due to service behavior ignorant of virtue, ethic and good service consciousness.....</p>	5.00	0.75*
4	<p>Requirement of behavior objective or behavior or behavior expectancy should cover the need and expectancy of the service recipients with physique, mind and society.....</p>	4.50	1.00
5	<p>Objective should be clear, functional, and evaluative.....</p>	5.00	0.00*
6	<p>Objective should aim at principle of law and professional ethic of medical service personnel compatible to cultural value of various groups of people in society toward medical service.....</p>	4.50	1.00
7	<p>Objective should aim at changing behavior of behavior of personnel of all levels to have virtue-ethic until it becomes their good habits and the culture of organization.....</p>	5.00	0.00*
8	<p>Objective should aim to have participants see advantage of virtue-ethic by themselves, and develop themselves, and efficiently use it for all situations.....</p>	5.00	0.00*
9	<p>Objective should aim at responsibility of every workplace to reinforce joint ethic development, acknowledgement, problem solving and prevention of problem. They should be connected as a quality and efficiency network.....</p>	5.00	0.00*
10	<p>Objective should aim at participants' realization of the problems, awareness of significant virtue-ethic development, and acceptance of development processes for good medical service quality.....</p>	5.00	0.00*
11	<p>Objective should aim at personnel of all levels to of all levels to generate ethic and real ethical behavior and to be able to analyze, criticize various situations occurred in society and find the response for efficient self-development.....</p>	5.00	0.00

Number	List of Opinions	Appropriate mean	Compatible mean
12	Objective should aim to have participants understand themselves and others more, and lessen or quit undesired behaviors, and generate desired ethical behavior.....	5.00	0.00*
13	Objective should aim at gaining conscious responsibility toward duty, themselves, family, society, country or humanity.....	5.00	0.00*
14	Objective should aim at creating ethical atmosphere and environment in working and in medical service.....	5.00	0.00*
15	Objective should aim at promoting and creating desired behavior of personnel of all levels in all workplaces to have ethical service behavior that responds to the need and expectancy of medical service recipient at the hospital at all levels, places, time and opportunity with continuity and seriousness. They should..... - be responsible for duty and public interest - be sincere and honest - be fair, equal, virtuous and continuous - be intelligent in problem solving and concentrated - respect the people rights with physique, verbal and mind - be kind, sacrificial and spirited - fear and feel ashamed of sin - be united, joint physique and mind - be working hard and economic - seek dharma, be generous, sweet-talking and behaving properly - stick with rightness and professional standard - stick with organization motto <u>Requirement of curriculum subject content should consist of the following issues</u>	5.00	0.00*
16	Content should consists of theory an practice in various forms together with education tour and visit to ethical development project.....	5.00	0.00*
17	Content should aim at knowledge, understanding and generating the change of 3 aspects which are Cognitive Domain, Affective Domain and Psychomotor Domain compatible to curriculum objective.....	5.00	0.00*
18	Content should bring principle of law and patient rights, and ethical profession of medical service to be the subjects of study or activity organizing, and exchange of experience for generating learning to the training.....	5.00	0.00*
19	Content should bring results of behavior research and characteristics of people's good habit, good and happy person, and Buddhist precepts which is philosophy for a living to be part of training subjects, to the training.....	4.00	1.00
20	Content should bring problem, ethical conflict or the incidence of professional misconduct in medical service behavior and method of correction to be a required content and training subjects to the course.....	4.00	1.00

Number	List of Opinions	Appropriate mean	Compatible mean
21	Content should bring results of surveying problem and training need of organization to be content of curriculum	5.00	1.00
22	Content should bring results of surveying problem on training need and satisfaction of service recipient and various complaints to be the subject of training Requirement of content should cover the following issues	5.00	0.00*
23	Building good personality with physique, verbal and mind for good service behavior to impress service recipient.	5.00	0.00*
24	Ethical structure and ethical development guideline with social learning theory.	4.00	1.00*
25	Ethical fundamental and significance of virtue-ethic	5.00	0.75
26	The problem of medical ethic and ethical principle which is an essential medical service fundamental	5.00	0.00*
27	The whole component of health service consciousness covering physique, verbal, mind, society, emotion, belief, attitude, value and soul.....	5.00	0.00*
28	Understanding self and others for changing behavior and self – development.	5.00	0.00*
29	Art of speaking and creating ethical atmosphere and environment in working and in good service.	5.00	0.00*1
30	Techniques and methods of solving unanticipated problem, various complaints and conflicts	5.00	0.00*.
31	Adjustment of attitude, belief, and creating motivation for acceptance of various development processes, including ethic and good service consciousness.	5.00	0.00*
32	Understanding nature and service recipient's expectancy.	5.00	0.00
33	Human behavior, organization behavior, changing behavior technique, and melting behavior activity.	5.00	0.00*
34	Activity, reinforcing and ethical development project for continuity of good service consciousness.	5.00	0.00*
35	Ethical development provided for people with physique, verbal and mind.	5.00	0.75*
36	Integration of training technique with joint theory and practice should be used. Using either one technique is not recommended. The following techniques are recommended (You may choose more than one techniques) Lecture and question. Case study. Situational model. Small group. Brainstorming. Discussion. Self-study set. Buddhist practice and meditation. Educational tour and visit to ethical development project. Excursion.	5.00	0.00*

Number	List of Opinions	Appropriate mean	Compatible mean
37	Walk Rally/Camping..... Others (please specify)..... Continuation and association training both of theory and practice at all time.....	5.00	0.75*
38	Training content should be suitable for age, intelligent level and nature of group participants	5.00	0.75
39	Training should think of student center selecting daily situational problem close to real life in workplace, where participants encounter every day to be subject of activity organizing.....	4.75	1.00*
40	Participants should understand, think and find alternative and suitable self-behavior and apply it	5.00	0.75
41	Training should motivate participants to sincerely and intentionally generate ethical consciousness to action until it becomes habit or permanent consciousness. They do not only follow instruction.....	5.00	0.00*
42	Organizing ethical creation activity and various behaviors for participants should cover the following issues: - Responsibility toward duty and public interest - Fidelity - Justice/equality/continuity - Use of intelligence for problem solving/ concentration - Respect people rights with physique, verbal and mind - Kindness/sacrifice/generosity - Unity/joint physique and mind - Hard-working and economic - Veracity seeking, generosity, sweet-talk and proper behavior - Sticking with rightness and professional standard - Sticking with organization motto	5.00	0.00*
43	Use Buddhist principles which is philosophy for a living, educate ethical knowledge, ethical behavior, emphasizing emotional, conscious and believable development that influence behavior. to change, making them to concentrate on behaving appropriately, and to efficiently enable to alternate ethical decision making.....	5.00	1.00
44	Emphasizing exchange of knowledge, and direct experience among participants as well as open-minded to admit and learn self-behavior and others.....	4.50	1.00*
45	Emphasizing participants' participation in various activities, and motivating them to express their feelings and opinions to solve ethical problem modeling from real situation.....	5.00	0.00*
46	Use of people media to organize discussion for participants to see real example of discussion which correlates between sin and consequence of sin for attitude development and belief in various aspects to change participants' behavior.....	4.00	1.00*
47	Organizing conditional activity to reinforce various strength toward decent person and decadent person...	4.00	0.00*

Number	List of Opinions	Appropriate mean	Compatible mean
48	Integrating ethical and consciousness in all subjects and every opportunity to any other training consistently and regularly.....	5.00	0.75*
49	Training atmosphere should contain interesting, exciting, enjoyable, and motivating subject to draw appreciation, idea and to follow without boring and the participants need to test, and use it, and to make them see advantage of learning.....	5.00	0.00*
50	Teaching technique should make participants feel that they learn voluntarily and naturally without realizing that they are being taught.....	5.00	0.00*
51	Organizing training environment and post training activity suitable for reinforcing and continuing ethical development should be a collective experience type, because training in the classroom alone is not enough to change value and ethic to become continuously good consciousness	5.00	0.00*
52	Training should make participants happy, relaxed and motivate them to think, analyze and seek new alternative method to help make new decision, generate emotion, feeling, attitude, belief, and appreciation. Training method should integrate arts and literature into problem and subject content, that is to have them read novel, short-story, culture and tradition, history, story-telling and poem ,view drama, performance, and sing patriot song, karake	4.00	1.00
53	Instructor who lectures in ethic and consciousness should emphasize good relationship between instructors and participants which is very important to ethical development to make them accept the teacher and to motivate them to follow the instruction and express their personal problem and work problem. These pieces of information are good for teaching, and problem solving, that derive from real situation, and making participants see advantage of learning.....	5.00	0.00*
54	Instructor should be a good role model on appropriate ethic at all time to obtain the best teaching results.....	5.00	0.00*
55	Instructors should come from internal and external institutes to create familiarity and trust toward participants to make training get to the root of the problem and to the heart of training.....	5.00	0.00*
56	The success and continuity of ethical and conscious training depend on cooperation of superiors of all levels behaving proper role model at all time, because value and attitude may change as social motivation and experience surrounding the people occur all the time.....	5.00	0.00*
57	Organizing ethical and conscious development project should have all units participate in all steps and provide it at least one year in advance of budgetary year.....	5.00	0.75*
58	Selection of media should be in consistency to objective of each topic with the following well recommended media Person media.....	5.00	0.00*

Number	List of Opinions	Appropriate mean	Compatible mean
	Power point/computer presentation in various forms..... Transparency/visual aid..... Cassette..... Slides..... Document, supplementary readings..... Self-study set/Newspaper/genuine objects..... Various complaints.....		
59	Media motivating participants to generate development of attitude, emotion and feeling should be brought for teaching and learning, by allowing them to watch film, VDO or to read short-story, then ethical problem learning from these activities are jointly analyzed and solved in the group.....	5.00	0.75*
60	Requirement of number and qualification of participants should be announced as clear policy with efficient selection that high executives should take the first priority to attend the course then the second and third priority respectively.....	5.00	0.00*
61	Requirement of qualification for candidate for the next training class should put candidate of the same level into the same group first, then the rest are the combination of all levels. The reason is for acknowledgement and joint problem solving of all levels.....	4.00	0.75*
62	Requirement of suitable length of training class should take at least 5 full time days (3 official days with Saturday and Sunday). Night activity with various practiced types and excursion during week end may be provided	4.00	0.75*
63	Place of training should make use of internal and external institutes and should not be interfered by outsiders (because some participants may be disturbed during the training). Temple, school or camp in the country can be the place for training.....	4.50	1.00*
64	Appropriate requirement of number of candidates should take about 30-50 persons per class because they have to jointly practice thinking, analyzing and performing group activity and group discussion	4.50	1.00*
65	<u>Curriculum evaluation should have the following characters and contents</u> Training evaluation should cover the following issues 1. Reaction evaluation 2. Learning evaluation 3. Behavior evaluation 4. Results evaluation And it should emphasize behavior evaluation most..	5.00	0.00*
66	Every consciousness and behavior evaluation should not be conducted too close to each other, every 6 months or every year of evaluation should be taken continuously.....	4.50	1.00*
67	Integrating various techniques of evaluation in term of quality and quantity should be taken for justice in evaluation using interview, observation and questionnaire.....	5.00	0.00*
68	Each evaluation should take data from various sources such as from superior, colleagues, trained	5.00	0.00*

Number	List of Opinions	Appropriate mean	Compatible mean
69	persons, service recipients for reliability of evaluation and measurement..... Before evaluation, what behaviors are expected to get changed after training should be set up.....	5.00	0.00*
70	Reaction evaluation should motivate participants to write their opinions and additional various suggestions without signature to get real and broad data for project benefited	5.00	0.00*
71	Reaction evaluation of participants' feeling of satisfaction, opinion should be set up to be evaluated that are: Objective of project curriculum, content, training process, training activity, training institute, length of training, instructor.....	5.00	0.00*
72	Learning evaluation should evaluate knowledge, skill and attitude of participants before and after the training.....	5.00	0.00*
73	Behavior evaluation of participants that have been changed should cover the following : - behavior toward service recipient, customer, contact people - behavior toward colleagues, and other unit concerned - behavior toward superior and subordinate - behavior toward organization	5.00	0.00*
74	Consciousness and various behaviors of participants that should be evaluated are: - responsibility toward duty and public interest - fidelity, justice, equality, continuity, - use of intelligence in problem solving, concentration, - respect people rights with physique, verbal and mind, - kindness, sacrifice, spirit, - fear and feeling ashamed of sin, - unity, joint physique and mind, - working hard and economic, - seeking veracity, generosity, sweet-talk, proper self-status, - sticking with rightness, professional standard, and organization motto	5.00	0.00*
75	Consciousness and various behaviors evaluation of participants should be conducted before and after training to be used as a criteria for comparison of progress and expectancy from the training.....	5.00	0.00*
76	Results evaluation and effect toward organization and person concerned both positive and negative aspects should cover the following issues - Image of person and organization, - standard of work system, and various services, - increasing income of the organization, decreasing production cost, economic, - environment conservation, water, power, supplies, - customer's satisfaction, service recipient, contact people - expectancy of organization from the training	5.00	0.00*

Number	List of Opinions	Appropriate mean	Compatible mean
77	Project evaluation to evaluate behavior change related to consciousness is the most difficult evaluation, therefore budget should be provided in advance to support following up project evaluation systematically, seriously and continually.....	5.00	0.75*
78	On-training evaluation conducted by instructor and training staff by observing various behaviors, attention, group participation, inquiring comprehension, responses and cooperation.....	5.00	0.00*
79	Evaluation should be conducted by instructor and training staff after training using - knowledge test, test model, - attitude test, - group report, individual report, case analysis, - class attendance, - observing behavior, attention, various cooperation	5.00	0.00*
80	Evaluation of training should be conducted by instructor and training staff or person concerned after 1 month, 3 months, 6 months or 1 year as they see appropriate using - attitude test, interview, observation, inquiry, - behavior test, behavior recording sheet - research	5.00	0.00*
81	The whole process of project evaluation should be conducted every 1-2 years for correction of the entire and continual curriculum system.....	5.00	0.75*
82	Distribution of opinion surveying form should be cautious. Do not allow responders to have influence in the persons who are being evaluated. This is to prevent inaccuracy of data and prejudice against research work or evaluation.....	5.00	0.00*
83	Criteria to judge whether or not participants pass or fail the training should be set up clearly, such as class attendance should not be less than 90%, and other reports, cooperation, attention.....	5.00	1.00*
84	Evaluation should be conducted both openly and closely	5.00	1.00*
85	Results evaluation should be brought for discussion according to academic principle, then feedback data is forwarded to participants and person concerned, such as chief or superior for correction and development (Please express your additional suggestions).....	5.00	0.00*

This research has set up criteria that the last round questionnaires should have median range over 4, and interquartile range below 1.5. This criteria has concluded the research work and is ready to use as a model for training good service consciousness appropriate to health care providers in the hospitals under Defense Ministry in Bangkok.

Results evaluation from the third round that all experts have approved in various aspects are

1) Requirements of aim and objective of curriculum consists of 15 questions (questions 1-15).

The most appropriate and very highly correlative questionnaires consist of 12 questions.

The most appropriate and highly correlative questionnaires consist of 3 questions.

2) Requirements of subject content of curriculum consists of 20 questionnaires (questions 16-35)The most appropriate and very highly correlative questionnaires consist of 16 questions.

The most appropriate and highly correlative questionnaires consist of 1 questions.

Very appropriate and highly correlative questionnaires consist of 3 questions.

3) Requirements of training techniques and organizing activities consists of 29 questions (questions 36-64).

The most appropriate and very highly correlative questionnaires consist of 19 questions.

The most appropriate and highly correlative questionnaires consist of 5 questions.

4) Very appropriate and highly correlative questionnaires consist of 5 questions. Results evaluation consist of 21 questionnaires (questions 65-85).

The most appropriate and very highly correlative questionnaires consist of 18 questions.

The most appropriate and highly correlative questionnaires consist of 3 questions.

From this analysis shows that model for training good service consciousness is appropriate to health care providers of the hospitals under Defense Ministry in Bangkok. The group of knowledgeable people and experts' opinions are highly correlated and most appropriate to nearly all questionnaires, and the second opinions are very appropriate and highly correlative, total of 8 questions out of 85 questions.

CHAPTER V

DISCUSSION

The results of this study will be used as a criteria for setting up a training model on awareness of providing good and appropriate service for health care providers in the hospitals under Defense Ministry in Bangkok. The third round questionnaires confirmed by group of experts and knowledgeable persons who have experience in ethical development, curriculum development and teaching total of 16 persons show as follows:

- The most appropriate questionnaires consist of 77 questionnaires, with 8 very appropriate questionnaires .

- Very highly correlative opinions consist of 68 questions, with 17 highly correlative questions.

Of 85 questionnaires are compliant with criteria that have concluded this study and are ready to jointly discuss with the open-ended questions of the experts' responses in the second round and in the third round. Finally, the model will be adjustably applied to real action at appropriate workplace in accordance with educational principle mentioned in chapter 2.

1. Aim and objective of curriculum

The experts' opinions toward various aspects of model find that the most appropriate and very appropriate questionnaires are the model for training good service consciousness that it should set up general objective and specific objective or ethical objective consistent to policy of the organization and the nation to respond to the need and expectancy of service recipient.

The policy of training should be clear, functional and evaluated. Besides, it should aim to change behavior of personnel of all levels to have ethic until it becomes

the culture of the organization. This study emphasizes behavior change of all levels resulting from analysis of the problem of the need and the training need, various problems and direct and indirect effect occurred to personnel of all levels . Each problem is different from each other, some is related to the person of different level affecting others. The study therefore is to present problem and find mean to prevent and to jointly solve it for efficient processes development.

Moreover, each time the patients come for medical service and leave the hospital they have to associate with personnel of all levels starting from receptionist, record person, queue person, examination room attendant, aid nurse, nurse, doctor, pharmacist, stretcher bearer, driver, to security guard. For good service quality, personnel of all levels should be trained and developed to change and adjust attitude, belief and behavior toward the same good direction in accordance with idea of Chamnan Poo-iam (1997 : 15) concerning personnel development stating that the training should aim at personnel of all levels to have new knowledge, new idea, new experience, new skill and new attitude, and it is very important to give priority to the need and expectancy of the service recipients.

The training should aim to have participants see the advantage of ethic by themselves and efficiently apply it in all circumstances, and to have workplace aimed at reinforcing joint ethical development activities, jointly known problem solving and preventing, and associating them into quality and quantity network. It should also aim at the personnel to realize the problem and see the significance of ethical development, and to admit various process development for good quality of health care service.

The training objective should aim at self-comprehension, understanding others more, lessening and quitting undesired behavior, resulting in desired behavior. Emphasizing consciousness gain toward duty and self-responsibility, family, society and nation or humanity is another training objective. Creating atmosphere and ethical environment in workplace and good health care service should also be stressed.

Requirements of objective to reinforce and to create desired behavior continuously and seriously in every place, time, opportunity and at all levels should be made in relating to the following issues:

- Responsibility toward duty and public interest ,
- Fidelity, Justice, Equality, Continuity,
- Use of intelligence in problem solving, concentration,
- Respect people rights with physique, verbal and mind,
- Kindness, sacrifice, spirit,
- Fear and feeling ashamed of sin,
- Unity, joint physique and mind,
- Hard working, and economic,
- Seeking veracity, generosity, sweet-talking, appropriate self-status.
- Sticking with rightness and professional standards, and organizational motto

The experts propose the idea that emphasis should aim at more concrete term than long term expectancy and additional desired behavior, and military code of conduct.

Concerning other issues, some experts find them difficult but possible while the others propose that several issues with broad objectives should be strong and concise, and classifiable as the subject is concerned.

The requirements of subjects as previously mentioned are compatible to principle, organization policy, and covering various problems occurred in the organization. They are also consistent to committee board of Medical Council of Thailand approved in 1984, requiring health care professional qualifications that they must have several qualifications background including virtue-ethic, and the board requires 12 desired ethics as follows:

- 1) Fidelity
- 2) Use of intelligence in problem solving

- 3) Kindness
- 4) Concentration
- 5) Meticulosity
- 6) Veracity
- 7) Tolerance and behaving properly
- 8) Generosity, sweet-talk, performing public interest and putting self in an appropriate status
- 9) Hard working and economic
- 10) Fear and feeling ashamed of sin
- 11) Unity and sacrifice
- 12) Being responsible for society

So health service personnel of all levels, who involve in health care profession in the hospitals, should stick with ethical principle of profession which consists of ethical profession, rights, interest, security, justice, equality and dignity of service recipients covering national health innovation which is the present government policy.

Regarding the most appropriate and highly correlative questionnaires are objective that should cover development of personnel of all levels and aim to develop behavior and good service consciousness both continually and seriously, as well as compatibly to principle and reason. The objective should emphasize preventive background and corrective organization problem resulting from service behavior ignorant of virtue and ethic, and lack of good service consciousness. Behavior objective should be set up to respond to the need and expectancy of service recipients with the whole components of physique, verbal, mind, emotion, and society, emphasizing principle of law, ethical profession of health care providers to be compatible to cultural values of several groups in Thai society.

2. Requirement of curriculum content

The most appropriate subject content with very highly correlative opinions is that content should consist of both theory and practice in various forms together with educational tour to visit to ethical development project. It should also aim to educate and comprehend participants to generate the change in 3 domains which are Cognitive Domain, Affective Domain and Psychomotor Domain to compile with training objective.

As Vijit Awakul (1997:15) propose idea on training objective that aims to generate change in the people to gain knowledge, skill and ability in all 3 domains consisting of:

- 1) Knowledge makes them comprehend more,
- 2) Skill makes them increase more skilful work ,
- 3) Attitude makes them think well and creatively.

They are compatible to experimental research results conducted by Department of Curriculum and Instructional (1985: 222) studied to find model for ethical teaching efficiency. It is found that ethical teaching and learning to generate efficient result, can not use only one technique alone, but integration of various techniques makes perfect teaching. Continuation of ethical development, organizing for personnel of all levels, and organizing reinforcing activity to maintain ethic and expand wider ethic, results of surveying problem, the need of the organization, and research results related to the need and satisfaction of service recipient, and various complaints should be taken as part of subject contents and training topics.

Somkid Bangmo (1981:40) stated that seeking training need is to find working condition or working problem, and personnel problem of the organization that can be solved by training for the organization to proceed well to objective. Consideration of training need should be appropriate and compatible to problem and objective of the organization, therefore, before organizing every training project, the

accurate and suitable training should be sought, because the problem is sometimes obvious and other time it is concealed.

Problem searching system is essential for the benefit of the training and objective. Some experts suggested that most service recipients are not quite satisfied and seem to ask for more, and if evaluation results of health care service providers appear too low they will draw a rebuke from each other, and the problem begins. So the research on training need should be done systematically, correctly and reliably for the training interest.

Content requirements should cover the following topics: creating good character of medical service personnel with physique, verbal and mind for good service, and impression, essentially ethical problem and ethical principle in medical service, and health service consciousness covering physique, verbal, mind, society, emotion, belief, soul, self-and others knowing for changing self-behavior and self-development, art of speaking and atmosphere creating and ethical working environment and good service, technique for unanticipated problem solving and practical method when complaints and conflicts occurred, the change of attitude and belief, creating motivation for accepting development process including ethic and consciousness of good service, human behavior and organization behavior, and technique for changing behavior and activity melting behavior, activity and project reinforcing ethical development for continuity of good service consciousness.

The very appropriate topics and highly correlative opinions are the results of behavior research and habitual characters of decent persons, and Buddhist principle which is a philosophy for a living, the incidence of ethical conflicts or ethical misconduct in medicine, as the topic problems or the incidence of ethical conflicts or ethical misconduct in medical service behavior and correction method as training contents. Besides, principle of law and the patient rights should be organized as an experience sharing activities for learning . Another appropriate topic concerns ethical

structure , ethical guideline development with social learning theory, ethical fundamental and significance of virtue , ethical development of personnel with physique, verbal and mind.

Almost all contents and training subjects approved by the experts are very highly correlative and most compatible, some experts gave additional suggestions apart from using ethical conflict problem or medical misconduct, the incidence of behavior of service recipients or problem creator toward medical personnel should also be taken as a training subject for activity organizing.

These issues are good for problem solving and covering medical service personnel and service recipients. The ethical structure and ethical guideline development using social learning theory the experts suggest that the participants should learn from the real ethical leader as an example which is compatible to the theory of characters of ethical implantation. Chaiyaporn Witchawut (1981: 131) explained this theory that ethic is used to evaluate right or wrong behaviors and various rules generating learning, therefore, ethical implantation concepts are:

1) Conceptual background of human learning originates from self-experience and from observing others' behaviors, then from story-telling, readings or other' s records which help the people learn widely and quickly. Human's belief has power in laying down human behavior, like the people believe that if they do good they will receive good , then they will choose to do only good thing.

2) Ethical implantation method – the principle of this theory is to organize direct and indirect experiences, such as

2.1 organizing reinforcement condition and punishment

2.2 organizing discussion to learn from several opinions of people concerning relationship with law of sins

2.3 organizing the participants to see correlatively actual functions or good behavior of decent people as an example

2.4 organizing condition to praise decent persons and to rebuke decadent persons to generate learning from experience

3) Ethical implantation person should be a good role model whether or not it generates good effect depending on the implantation himself, such as superior, national leader for example if the implantation person lacks of self-control and does not behave like what he has taught ethic hardly occurs, however, if you can not be a good role model you should not be implantation person. Some experts suggest technique for solving unanticipated problem with functional guideline method that it should teach participants speaking technique to speak in various circumstances where the conflicts usually occur, and to make it for the practical rules of the organization, such as the proper use of telephone technique to prevent problem and create impression, or example statements used in solving the problem, or example of negotiable statement used in various situations.

3. Requirements of Training technique

Organizing most appropriate training activities and very correlative opinion is to apply integral training techniques both theory and practice. It should not use one technique alone. The integral techniques appropriate to use are: lecture, question, case study, situational model, small group, brainstorming, discussion, self-study set, Dharma practice, meditation, education tour and visit ethical development project, excursion, Walk Rally, Camping. The experts suggest that the said techniques depend on the training structure initiated and it should be continued and related to both theory and practice. The training contents should be suitable for age, intelligent level and nature of group of participants and it should have them understand, think and seek alternative and appropriate behaviors that can be applied and compiled with research results of Department of Curriculum and Instruction Development (1985: 222) showing that ethical teaching efficiency should use combination of various techniques, have project and activity, develop continuous ethic with educational tour. The training

should have participants generate consciousness and determine fully and ethically to behavior until it becomes their habits or constant consciousness. They are not just following what the instructor has taught. Department of Curriculum and Instruction Development (1980: 228) stated that ethical teaching should continue at all time, training place should be filled with atmosphere reinforcing knowledge, comprehension. When behavior has changed it should be taken care of and reinforced it as constant habit by showing ethical behavior at all time. Adults and their close personnel should be a good role model. Society has laid down rules for ethical practice and acceptance. Ethical teaching aims at decision making evaluation using 5 steps

- 1) Teaching to generate comprehension and reason
- 2) Teaching to generate attitude
- 3) Teaching to generate desired behavior and testing
- 4) Guiding decision making for self – practice and applying it in various situations
- 5) Teaching to practice and becoming habit

The fifth step is the highest level of ethical teaching. Organizing activities to create consciousness and various behaviors toward participants should cover the following subjects: responsibility toward duty and public interest, fidelity, justice, equality, continuity, use of intelligence in solving problem, concentration, respect people rights with physique, verbal and mind, kindness, sacrifice, spirit, fear and ashamed of sin, unity, joint physique and mind, hard working and economic, veracity seeking, generosity, sweet-talk, putting self in proper status, sticking with rightness and professional standard and the organization motto.

It should also aim at participants' participation in various activities and motivation of opinion in problem solving that originates from the real things. Ethic and consciousness should be included in all subjects whenever training opportunity presents

itself. Training atmosphere should be interesting, exciting, stimulating, impressive and persuadable without boring, and the need to test it to see the advantage of learning. It should not have them feel that they are forced to learn but they should learn without realizing that they are being taught. Organizing environment and activity should be suitable for generating continuity of ethical development. Accumulating experience in the class alone is not enough to change value up to continuity of good consciousness.

Committee Board of National Education (1981 : 24) explained that ethical teaching is different from other teaching, it is not just a thinking knowledge using brain alone but depending on original role model and various circumstances to create appreciation, attention leading to practice and benefit. The teacher who teaches ethic and consciousness should create relationship with participants which is significant for them to accept the instructor and motivate them to follow instruction. Moreover, the teacher should be a good role model on appropriate and continual ethic that will get the best teaching results correlated with research results of Academic department.

Instructors should be from internal and external institutes to create familiarity and trust and to make training get to the real and targeted problem. The continuous success of ethical and conscious training depend on cooperation of superior of all levels to behave appropriately as a good role model at all time, because values and attitudes may change as social motivation surrounding the people happens at all time, so selection of media should be correlated with learning objective of each topic.

Good and appropriate media that should be selected are person media, powerpoint, computer presentation in various kinds, transparency, visual aids, VDO, TV, cassette, slides, various documents, supplementary textbooks, self-study set, newspaper, real objects, various complaints,. The experts suggest that the use of media should rely on design of each project and instructors' skills. The teaching media should be able to motivate participants to generate development on attitude, emotion,

probably organized. Training place should make use of internal and external institutes - temple, school or various camps in the country. Some experts suggest that if there are small number of participants the eminent instructors are hardly interested in the project. In the same token, if temple, school or camp in the country are used as a training place, both instructors and participants will be unsatisfied with atmosphere. However, invitation of instructor and selection of training place depend on budget and organization management.

4. Evaluation

The most appropriate character and content and highly correlative opinion are the training results evaluation which cover:

- 1) Reaction evaluation
- 2) Learning evaluation
- 3) Behavior evaluation held after behavior has changed

4) Result evaluation held when it affects organization. The evaluation should give priority toward behavior after training because ethical teaching results or the highest level of consciousness is to teach them until it becomes their habits. Evaluation should take combination of many tests such as interview, observation, and question for accurate and fair evaluation. Moreover, information should be collected from various resources such as superior, colleagues, trained personnel for reliability of evaluation and assessment. Before evaluation, behavior expectancy after training should be laid down. Professor Donald L. Patrick, 1975 proposed that results evaluation should make participants learn at least 3 things.

- 1) What do they get from the training? Or what advantage does the organization obtain ? and in what areas?
- 2) Should the project be suspended ? Or Should it be continued?
- 3) What and how should any part of training program be improved or developed ?

The experts find that this concept covers evaluation for solving problem and develops both organization and personnel and is most appropriate to ethical behavior project and good service consciousness. This study therefore uses it as a principle guideline for results evaluation of the 4 components previously mentioned that the experts found them very highly correlative.

In reaction evaluation it should motivate participants to write their opinions, additional suggestions in various issues without signature. The reason is to obtain factual, broad and beneficial data for the project. In Opinion Evaluation of participants, the requirements of evaluation data should be consisted of curriculum objective and project, curriculum content, training process, training activity, place and duration of training, and instructors. The experts suggest that it should include application.

In learning evaluation, the participants' knowledge, skill and attitude should be evaluated before and after training, while behavior evaluation of participants that have changed should cover the following behaviors: behavior toward service recipients, customers, contact persons, superior and subordinates, colleagues in and out workplace and organization. They are treated as internal customers and external customers whose effect and association reflex positively and negatively against the organization. So participants' consciousness and various behaviors should be evaluated, are responsibility toward duty, public interest, fidelity, justice, equality, continuity, use of intelligence in solving problem, concentration, respect people rights with physique, verbal and mind, kindness, sacrifice, spirit, fear and ashamed of sin, unity, joint physique and mind, hard working and economic, Dharma seeking, generosity, sweet-talk, appropriate self-status, sticking with rightness; professional standards and organizational motto.

Consciousness and various behaviors previously mentioned, the experts stated their opinions that they are abstract hardly evaluated but if they can be evaluated, evaluation experts with the project organizer and persons concerned should take this

evaluation which will make it highly reliable and beneficial. However, some experts suggest that evaluated data should be kept as a classified confidential data of the organization. It should not allow outsiders to get involved or to know these data which might result in organization reputation.

Consciousness and behavior evaluation should be done before and after training to use as a comparison of progress and various behaviors affecting organization and persons concerned both positive and negative effects. It should cover the following components: image of organization and persons, standard of work system and various services, increase of organization income, decrease of production cost, economic, environment conservation, water, power, supply, customers' satisfaction, service recipients' satisfaction, contact persons' satisfaction and expectancy of organization from the training.

The experts propose the idea that organization income increase, production cost decrease are not much the results from training, there are other components concerned. Training of consciousness is only little help from long-term result. Evaluation of consciousness project to assess behavior change is very difficult as the experts mentioned, so advanced budget is required for a follow – up training results systematically and seriously. On-training evaluation by observing various behaviors expressed, attention, participation in the group, inquiry to find out about their knowledge and comprehension, cooperation, should be evaluated after training. Instructor and trained personnel perform evaluation using the following topics to evaluate them: knowledge test, test model, attitude test, group report, individual report, case analysis, class attendance, behavioral observation, attention, various cooperation should be evaluated after 1 month, 3 months, 6 months or 1 year of training or you find appropriate (It is a follow-up training).

Moreover, Instructor and trained personnel and personnel concerned, survey their opinions using attitude test model, interview, observation, inquiry, behavior test

model, behavior record, and research. The experts suggest that various instruments and methods should be flexible, and behavior observation should be conducted before and after training, while 1 year follow-up is too long. They suggest that evaluation of the whole process of training project should be conducted every 1-2 years for systematically and continually improving and correcting curriculum.

In distribution of opinion surveying forms should be cautious, do not allow the training evaluator to have influence over the persons who are being evaluated. The results evaluation should be discussed in accordance with educational principle, then returned them to participants and persons concerned, such as superior or chief of work for feedback, correction and development.

The most appropriate and highly correlative contents and characters are the evaluation of consciousness and behavior that should be conducted every 6 months or 1 year with judgement criteria indicating whether they pass or fail the training, such as class attendance should not be less than 90% along with various reports submitted, cooperation, attention. Evaluation should be conducted with open and close evaluation. Some experts make comment that close evaluation is not transparent and inappropriate at the present, however, it is needed to evaluate consciousness otherwise the real data will not be obtained.

CHAPTER VI

CONCLUSION AND SUGGESTIONS

This research studies experts' opinions approval in the third round questionnaires. Delphi technique is applied to find the components of training model appropriate to health care providers in the hospitals under Defense Ministry located in Bangkok. Of 4 components have been laid down consisting of aim and objective of curriculum, training technique, training activity and evaluation.

Conclusion

1) General characters of group sample Group of experts who have experience in curriculum building, teaching, training and organizing psychology and service, virtue teaching and consciousness implanting comprise 19 persons. They have been selected from government sector, state enterprise sector, private sector and monastery consisted of 8 females and 11 males.

1.1 University lecturers from university affairs department and general resource persons total of 7

1.2 Medical lecturers and nursing instructors from Ministry of Defense hospitals in Bangkok with teaching experience in consciousness and ethical development total of 6

1.3 Training organizers, famous service organizations total of 6, with experiences and skills in training from government sector, state enterprise and private sector

2) Result analysis

Result analysis from experts' opinions to the whole components training model of good service consciousness appropriate to health care providers in Ministry of Defense hospitals in Bangkok from the third round questionnaires has been



unanimously approved. It is found that 77 questionnaires are the most appropriate with median range between 4.50-5.00, and 8 questionnaires are very compatible with median range between 4.00-4.49. Of 85 questionnaires, 68 questions on experts' opinions are very highly correlative with interquartile range between 0.00-0.09, and 17 highly correlative opinions with interquartile range between 0.99-1.00.

The results from statistical analysis show that all questionnaires are in the criteria and a conclusion of this research which will be jointly discussed with the experts' responses taken from the open-ended questions in the second round and the third round. These results will be adjusted to the real function and to be compatible to educational principle, document and related research in the second round questions as they are appropriate to the 4 components.

The results of this research deriving from the experts' final approval and confirmation responses are considered highly reliable data. The study is correctly conducted in accordance with academic principle to prevent error and prejudice in research.

1) Selection of experts for the study satisfies all the requirements necessary for the research. They have experience with famous work, fully, determinably and well answer the questions and propose various suggestions, every round of the questions even it is in such a short notice, which are beneficial to the research .

2) Number of population is in the minimum range of error.

3) Statistic and accuracy are highly reliable because

3.1 The instrument has been tested, corrected, improved and developed before it is used with the experts of the same qualifications and closely related to the real population.

3.2 The returned questionnaire models are quite complete in every round of questions distributed, especially the last round questionnaire model is all returned.

3.3 SPSS Program computer is applied for data analysis with many rounds of checking for accuracy to prevent mistake that will lead to inaccurate data.

3.4 Statistic makes use of percentage in the first round questions and median range and interquartile range in the second round and the third round.

- This study uses median range and the range between interquartile range because the median range is more appropriate than any other ranges, since the set of data of this research derives from very highly complete set of values so the median range is used as the sole representative indicating the ranges between the interquartile ranges to show the decrease of responses scattering in each round.

Suggestions

The results of this research is used as the background and is applied to educational principle, document and related research, and the experts' opinions that are used as the guidelines for training of ethic and consciousness development appropriate to health care service providers in the hospitals under Dense Ministry located in Bangkok to generate benefit toward the organization continually and seriously. The advantages will be applicable to

1) Directorate of Medical Services Executive's policy - Hospital levels should lay down clearly written, and functional policy on ethical development project for health care service providers continually and seriously with quality and virtue of good service. Thus, it will be compiled with the present government's policy on civil service system innovation and health service innovation.

2) Internal instructors should develop knowledge and understand a training process and should be capable instructor and organizer both efficiently and beneficially worthwhile training.

3) Budget, place, personnel to reinforce and follow-up the project should be provided and clearly written.

- 4) Training unit level and practical unit level should prepare clear training project and being capable of functioning continually, seriously and efficiently.
- 5) Training personnel should be knowledgeable and capable of budget and training project management.
- 6) Surveying problem and appropriate, correct and systematic training needs should be conducted before the training. The project should be evaluated and followed –up systematically and seriously.
- 7) Ethic should be reinforced with routine working system such as several meetings, monthly meeting, educational meeting, general meeting or any other methods such as organizing board of joint activities, campaigns, work orientation, feedback data obtained from customers, and superiors' praising in various aspects within and outside the class.

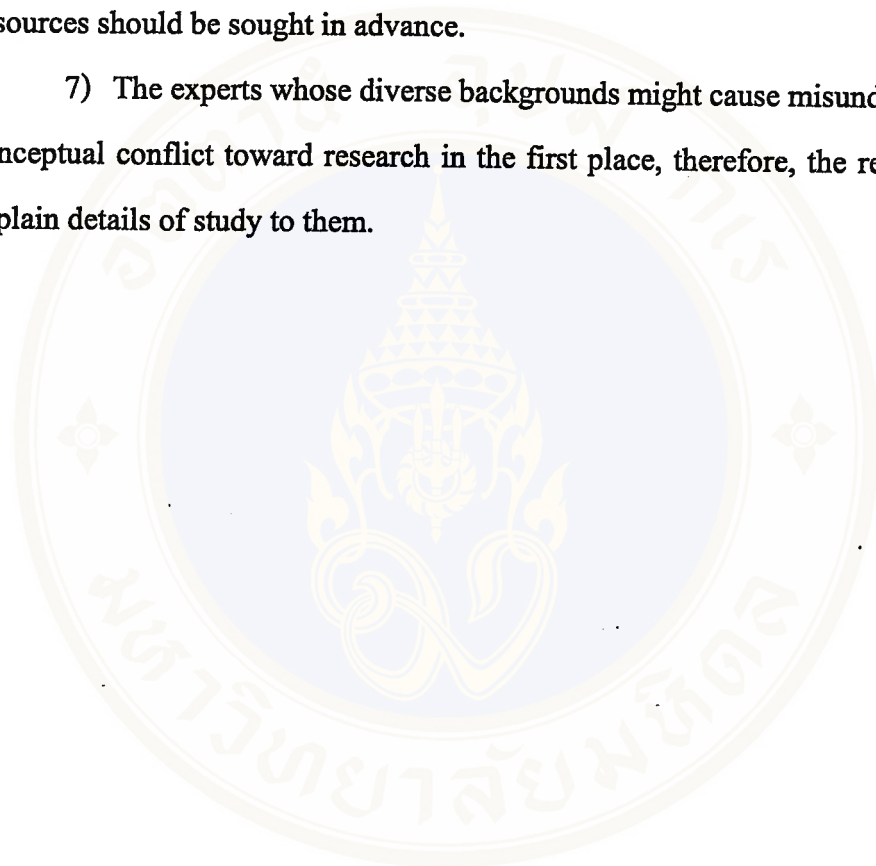
Research suggestions

- 1) This research is to find a training model on awareness of providing good and appropriate services for health care providers in the hospitals, and apply it as a principle and guideline for building training curriculum. So studied details can not be applied to any situations immediately it should be modified to concur with various circumstances in the workplaces.
- 2) It should be tested and followed it up for curriculum evaluation, correction and development prior to putting it to the real, affective and efficient function.
- 3) Selection of group of experts consists of internal personnel of the hospitals and external personnel from various professions with limitation of different content subjects, resulting in having diverse opinions. Conflicts sometimes occur among each other so when setting up criteria for selection of experts should be careful.
- 4) Delphi technique and a success of this research depends very much on the experts who answer the questions. It is therefore, they should be knowledgeable and well understandable the subject that leads to accurate and reliable research.

5) The famous and busy lecturer or instructor hardly have time to answer the questions many rounds. The researcher has to be prepared and well planned with well working strategy that will help the research achieve objective in time.

6) This type of research takes time and money. It is suggested that financial resources should be sought in advance.

7) The experts whose diverse backgrounds might cause misunderstanding or conceptual conflict toward research in the first place, therefore, the researcher should explain details of study to them.



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The background features a large, faint watermark of the Mahidol University logo. It is a circular emblem with Thai script around the perimeter and a central crest containing a crown and other symbols.

APPENDIX A

Letters requesting for answering research questions

Faculty of Social Sciences and Humanities
Mahidol University
Tambol Salaya, Nakornpathom district
Telephone number:441-0220-4 ext. 1314
FAX: 441-9738

July , 2001

Subject : Request for answering about research questions

Dear sir/madam,

I am Squadron Leader Patra Kaewjongprasit, a post graduate student of Adult and Continuing Education, majoring in resources persons and training instructor, Faculty of Social Sciences and Humanities, Mahidol University. My thesis proposal entitled “ A Training Model on Awareness of Providing Good and Appropriate Services for Health Care Providers in the Hospitals under Ministry of Defense in Bangkok ”, has made progress in collecting data .

The purpose of this study is to synthesize experts' opinions whose expertise are in the fields of virtue, ethics, service providing, teaching, and training to find a training model for the aforementioned hospitals by using Delphi technique which is a research method to obtain the experts' opinions of three rounds' answering.

The results of the study will be concluded from the experts' opinions, developed and used as a training model and guidelines to create curriculum for the training and development of service awareness providing, and virtue-ethics toward health care providers of all levels in the hospitals. I am confident that your knowledge, capability and experiences are suitable and beneficial for this study.

Your kind cooperation and assistance in answering the questions are highly appreciated.

Sincerely yours,

PATRA KAEWJONGPRASIT,

Squadron Leader, RTAF

Researcher

Technical Division, Directorate of Medical Service
Royal Thai Air Force
Office phone: 02534-4939, 534-4328
Home phone:02972-5183
FAX: 534-2592

Faculty of Social Sciences and Humanities
Mahidol University
Tambol Salaya, Nakornpathom district
Telephone number:441-0220-4 ext. 1314
FAX: 441-9738

November 2001

Subject : Request for answering about second round research questions

Dear sir/madam,

Please refer to my letter dated July , 2002 requesting the answering about research questions.

I am Squadron Leader Patra Kaewjongprasit, a post graduate student of Adult and Continuing Education, majoring in resources persons and training instructor, Faculty of Social Sciences and Humanities, Mahidol University. Faculty of Social Sciences and Humanities. My thesis proposal entitled “ a training model on awareness of providing good and appropriate services for health care providers in the hospitals under Ministry of Defense in Bangkok ”, has made progress in collecting data . The first round research questions you kindly responded are greatly appreciated.

In this connection, I would be most grateful if you would kindly answer the second round questions as required by Delphi technique. Yours responses would be of great benefit to this research.

I am hopeful that your kind cooperation and assistance in answering all 3 rounds of research questions are needed for reliability of research and duration of time for answering the second and third round questions is not so far apart. Please kindly return them to me within 7 days.

Your kind participation so effectively in answering the questions is highly appreciated.

Sincerely yours,

PATRA KAEWJONGPRASIT,

Squadron Leader, RTAF

Researcher

Technical Division, Directorate of Medical Service
Royal Thai Air Force
Office phone: 02534-4939, 534-4328
Home phone:02972-5183
FAX: 5342592

Faculty of Social Sciences and Humanities

Mahidol University

Tambol Salaya, Nakornpathom district

Telephone number:441-0220-4 ext. 1314

FAX: 441-9738

December 2001

Subject : Request for answering about the third round research questions

Dear sir/madam,

Please refer to my letter dated November , 2002 requesting the answering about second round research questions.

I am Squadron Leader Patra Kaewjongprasit, a post graduate student of Adult and Continuing Education, majoring in resources persons and training instructor, Faculty of Social Sciences and Humanities, Mahidol University. Faculty of Social Sciences and Humanities Faculty of Social Sciences and Humanities. My thesis proposal entitled “ a training model on awareness of providing good and appropriate services for health care providers in the hospitals under Ministry of Defense in Bangkok ”, has made progress in collecting data. The second round research questions you kindly responded are greatly appreciated.

In this connection, I would be most grateful if you would kindly answer the third round questions which are the last round questions. Method of how to answer them is provided for your information. Your third round responses will be analyzed, interpreted and concluded for the benefit of this research.

I am hopeful that your kind cooperation and assistance in answering all 3 rounds of research questions are needed by Delphi technique. Please kindly return them to me within 7 days.

Your kind participation so effectively in answering the questions is highly appreciated.

Sincerely yours,

PATRA KAEWJONGPRASIT,

Squadron Leader, RTAF

Researcher

Technical Division, Directorate of Medical Service

Royal Thai Air Force

Office phone: 02534-4939, 534-4328

Home phone:02972-5183, FAX: 534-2592

Table II shows percentage of the responses the experts agree and disagree with in the first round questionnaires

Number	List of Opinions	Agree	Disagree
1	<p><u>Requirements of Aim and objective of curriculum should include the following characters and contents</u> General and specific objectives or behavioral objective should be laid down in consistence to policy of organization, and the country that can respond to the need and expectancy of service recipient</p>	100.00	-
2	<p>Objective should cover ethical development and consciousness of all levels of personnel and emphasize behavior development and good service consciousness seriously and continually.....</p>	95.00	5.00
3	<p>Objective should be in lined with principle and reason and the main background in prevention and problematic solution of the organization due to service behavior ignorant of virtue-ethic and lack of good service consciousness.....</p>	95.00	5.00
4	<p>Objective should set up behavior or behavioral expectancy to cover the need and expectancy of service recipient covering body, mind, society, emotion, attitude, belief, value and soul.....</p>	95.00	5.00
5	<p>Various objectives should be clear, possible, functional and evaluated. It should also emphasize principles, rules and ethical profession of medical service personnel consistent to Thai cultural value and society toward medical service.....</p>	90.00	10.00
6	<p>Objective should aim to change personnel behavior of all levels to have virtue and ethic which become a desired culture of the organization.....</p>	100.00	-
7	<p>Objective should aim to have participants see advantage and harmfulness of virtue by themselves and understand problem solving, self-development and apply it in all situations. The reason is to efficiently implant and develop virtuetoward the surrounding persons.....</p>	90.00	10.00
8	<p>Objective should aim to have every body, every workplace taken joint responsibility to reinforce ethical development activity, participated in problem solving and problem preventing, shared the loss and gain and had close relationship and unity.....</p>	90.00	10.00
9	<p>Objective should aim to have participants realize the problem and significance of virtuous and ethical development and accept development process for quality of good medical service</p>	100.00	-
10	<p>Objective should aim to have personnel of all levels generate really high ethical attitude and behavior, analyze and criticize various behaviors occurred in society, and seek the answer by themselves.....</p>	90.00	10.00
11	<p>Objective should aim to have participants understand themselves and others, lessen or stop undesired behavior, and generate appropriate ethical behavior.....</p>	100.00	-

Number	List of Opinions	Agree	Disagree
12	Objective should aim to have personnel gain consciousness of duty and responsibility toward the public interest.....	100.00	-
13	Objective should aim to create ethical atmosphere and environment in working and services.....	95.00	5.00
14	<p>Objective should aim to reinforce and create desired behavior of personnel in all unit levels of the hospitals to have ethical service behavior and to be able to respond to the need and expectancy of service recipients of every levels, places, time and opportunity continually and seriously.</p> <p>They should</p> <ul style="list-style-type: none"> - be responsible for duty and the public interest. - be honest and sincere. - be united. - be intelligent in solving the problem/ have consciousness. - respect the people rights. - be kind, sacrificial, generous, fair, and consistent. - be hard working and economical. - fear and feel ashamed of sin. 	95.00	5.00
	<p>Part 2 involves experts' opinions on subject contents of curriculum requirement</p> <p><u>Requirement of subject contents should contain the following issues</u></p> <p>1 Theory and practice in various forms together with education tour and ethical development.....</p> <p>2 Understanding and changing 3 aspects of Buddhist aptitude, conscious aptitude and skilled aptitude in consistence to curriculum objective.....</p> <p>3 The law on patient rights and medical professional ethics, activity and the exchange of experiences.....</p> <p>4 Research results related to decent persons and character of good scholars.....</p> <p>5 The incidence of medical ethic problem concerning Health care service behavior and correction guidelines</p> <p>6 Results of surveying problem and the need of the organization</p> <p>7 Results of surveying need and satisfaction of service recipients</p> <p><u>The content should cover the following topics</u></p> <p>8 Reinforcing good personality of medical personnel bearing physique, verbal and mind.....</p> <p>9 Ethical structure and ethical guideline development using social learning theory.....</p> <p>10 Ethical background, virtuous-ethical significance for quality of medical service</p> <p>11 Medical ethic problem and ethical background necessary to medical service.....</p> <p>12 Medical service consciousness covering entire physique, mind, emotion, society, belief, attitude, value and soul.....</p>		

Number	List of Opinions	Agree	Disagree
13	Art of speaking in virtue – ethic reinforcing for good service.....	95.00	5.00
14	Technique of unanticipated problem solving and practical guideline prepared for any complaints and various conflicts.....	100.00	-
15	An adjustment and the change of attitude, belief, and motivation for acceptance of ethical development and good service consciousness.....	100.00	-
16	Creation of ethical atmosphere and environment for working and good service.....	95.00	5.00
17	Understanding nature and expectancy of service Recipient.....	95.00	5.00
18	Human behavior, organization behavior, technique of behavioral change and melting behavior activity...	95.00	5.00
19	Providing and projecting activity to continually reinforce ethical development and consciousness.....	100.00	-
20	Providing ethical development for persons bearing physique, verbal and soul.....	85.00	15.00
1	<p>Part 3 The experts' opinions on teaching technique and organizing activity for training model. <u>Teaching technique and organizing activity should contain the following contents:</u> Integration of teaching technique should be used in combination with other techniques both theory and practice. Using only one technique alone is not recommended. The recommended teaching techniques are (You can answer more than one technique.) Lecture and question..... Group relationship activity..... Game..... Role – play..... Example..... Split group..... Brainstorming..... Demonstration and Practice..... Discussion..... Story-telling, Poem, Patriotic song..... Education tour/Excursion..... Others (please specify).....</p>	100.00	-
2	Learning and teaching should continually progress and relate to both theory and practice.....	100.00	-
3	Content of training should be suitable for age, intelligent level, nature of learner related to daily problem with reason supporting advantage and harmfulness of practice.....	95.00	5.00
4	Teaching technique should consider student center, taking problematic situation closed to real-life situation held in workplace every day as a topic for teaching.....	100.00	-
5	Teaching should have participants understand, think and find alternative method appropriate to themselves and apply it in all circumstances.....	95.00	5.00
6	Teaching should have participants generate consciousness to sincerely, intentionally and wholeheartedly practice ethic until it becomes	100.00	-

Number	List of Opinions	Agree	Disagree
7	permanent self-consciousness. They do not just follow what the teacher says.....	95.00	5.00
8	Beyond teaching ethical knowledge, ethical attitude, ethical reason and ethical behavior, it should emphasize emotional development, feeling, belief which have influence in behavior change, making the participants determine to appropriately behave and to be able to efficiently make ethical decision.....	90.00	10.00
9	Teaching should emphasize exchange of knowledge and experience while the participants focus on practice to especially generate learning.....	95.00	5.00
10	Teaching should aim to have participants participate in various activities.....	95.00	5.00
11	Teaching should aim to have participants express feelings, opinions and solve ethical problem from situational model.....	90.00	10.00
12	In using case study, the teacher should provide participants with example of real practice that is consistent to each other for development of attitude and belief in various aspects that used to adjust and to change the learners' behavior	90.00	10.00
13	Organizing conditioning activity to reinforce positive and negative behaviors toward persons whose behaviors are good and bad.....	90.00	10.00
14	Organizing discussion to have the learners learn from various persons' opinions concerning relationship between behavior and result of sin and various desired and undesired sins.....	85.00	15.00
15	Integrating ethic and consciousness in all subjects whenever the other training held at all time.....	100.00	-
16	Providing teaching atmosphere which is interesting, exciting, enjoyable and motivating for the students to appreciate, think and follow without boring then they like testing it for the benefit of learning.....	100.00	-
17	Teaching method should not have participants feel that they are forced to attend the training program and are taught.....	95.00	5.00
18	Organizing activity, atmosphere, environment that are appropriate and reinforcing continually ethical development and experience accumulating. Because teaching and learning in the classroom alone are not sufficient for the change of value and ethic up to continuity of good consciousness.....	90.00	10.00
19	Finding teaching and learning methods that make the learners happy, enjoyable, relaxed, and motivate them to think, analyze and seek new method for solving problem and new idea for making decision. They will get participants to show emotion, feeling, attitude, belief and appreciation. Teaching method should integrate arts and literatures with subject contents problem that is to have participants read novels, short story, poem, tell story, view drama, perform the acting and sing patriotic songs and Karaoke.....	100.00	-
19	The teacher who teaches ethic and consciousness should aim at building relationship between teacher	100.00	-

Number	List of Opinions	Agree	Disagree
	and students which is the main issue in ethical development. It will motivate the students to accept the teacher and to disclose personal problem, family problem, friend problem and workplace problem that are good for the teaching. They will help with learning, solving problem, analyzing problem, and seeking alternative problem from real situation that will make students see a lot of learning benefit.....		
20	The teacher should continuously behave as a good ethical role model all the time which will help obtain the best teaching results.	100.00	-
21	Instructors should be from both internal and external institutes.....	100.00	-
22	Learning and teaching consciousness will be successful and getting continual results depending on cooperation from superiors of all levels, senior figures, closed relationship persons, authoritative persons and work chief. These people should appropriately and continually behave as a good ethical role model at all time because value and attitude may change as society and experience surrounding the persons change.....	95.00	5.00
23	Organizing project of ethical and conscious development should have all work units participate in all steps and it should be planned 1 year in advance prior to fiscal year.....	95.00	5.00
24	Selection of media should be in consistency to objective of each learning topic. An appropriate media recommended are (you may choose more than one answer) - person media..... - power-point..... - VDO, TV..... - Transparency..... - Tape cassette..... - Slide..... - Document..... - Others (please specify).....	100.00	-
25	Teaching and learning media should be able to motivate the learners to create development of attitude, emotion, and feeling by having the learner view film, video or read short story then the situations taken from the above activities is brought into the group for analyzing and solving by mean of ethical problem solving.....	95.00	5.00
26	Requirement of candidate to attend the course should be announced as a clear policy and it requires that the work-chief select persons for training class.....	100.00	-
27	The next requirement of candidate to attend each class should be the combination of personnel of all levels for acknowledgement and joint problem solving.....	90.00	10.00
28	Requirement of candidate to attend the course should not be exceeding number the reason is that they have to be trained to analyze, do activity and discuss together. The number of participants recommended is 30 per class.....	85.00	15.00

Number	List of Opinions	Agree	Disagree
29	The requirement of training duration recommended is approximately 2-3 days per class with whole day training both morning and afternoon sessions (Your additional opinion is required).....	75.00	25.00
30	Training places should make use of internal and external places with educational tour as it is seen appropriate.....	95.00	5.00
31	Requirement of training duration should be in consistency to policy of organization and budget.....	90.00	10.00
Part 4 The experts' opinions on evaluation of training course.			
<u>Evaluation of course should consist of the following contents</u>			
1	Results Evaluation should cover 1.1 Reaction Evaluation 1.2 Learning Evaluation 1.3 Post training behavior evaluation 1.4 Results evaluation affecting organization.....	95.00	5.00
2	Time of each evaluation of consciousness and behavior should not be too close to each other and it should be done every 3 months or 6 months.....	95.00	5.00
3	Joint methods of evaluation both quality and quantity should be used to find accuracy of evaluation by using interview/observation/question/.....	95.00	5.00
4	Each evaluation should collect data from many resources such as from - superior - colleagues - trained persons - service recipients The reason to collect data from the previous group of persons is for reliability of evaluation.....	95.00	5.00
5	Prior to evaluation , types of behavior expected to be changed after this training should be set up.....	95.00	5.00
6	Reaction evaluation, the learners should be motivated by having them write their opinions and additional suggestions in several issues without signature. This method helps to obtain broader factual data which is beneficial to the project.....	100.00	-
7	In reaction evaluation, sort of data needed for this training should be stated clearly and precisely and requirement of reaction toward the following issues: - Objectives of curriculum and project - Curriculum contents - Process of training/ Activity of teaching and learning - Place and duration of training/instructor.....	100.00	-
8	Learning evaluation, pre and post knowledge, skill skill and attitude of participants should be evaluated, or compared control group's scores of knowledge, skill and attitude with experimental group's scores to find.....	75.00	25.00

Number	List of Opinions	Agree	Disagree
9	out whether or not the scores are different and how Behavior evaluation of participants that have been changed should cover the following issues: - behavior toward service recipient/customer/contact people - behavior toward colleagues and other work unit concerned - behavior toward superior and subordinates - behavior toward organization	100.00	-
10 Consciousness and various behaviors of participants to be evaluated are : - responsibility toward missions and public interest - Fidelity - Unity - Intelligent problem solving/concentration - Respect the rights of others with physique, verbal and mind - Kindness/ sacrifice/spirit - justice/equality/continuity - Veracity/generosity/sweet-talk/fair self-expression - Hard working and economic - fear and feeling ashamed of sin - developing personality with physique, verbal and mind	100.00	
11 Consciousness evaluation and various behaviors of participants should be done before and after the training to be used as a criteria for comparison of progress/and organization expectancy derived from the training	90.00	10.00
12 Results evaluation and effect toward organization and persons concerned both positive and negative effects should cover the following issues: - Image of organization and persons - Standard of work system and various services - Increasing income of organization/decreasing product price/economic - conservation of environment/water/power/supply - Expectancy of customer's satisfaction/service recipient/contact persons - Expectancy of organization from this training	95.00	5.00
13 Project evaluation to change consciousness behavior is the most difficult evaluation that training project should provide budget in advance for research to follow-up training evaluation with system and continuity	90.00	10.00
14 On - course training evaluation should be done by instructors and training staff - observing various behaviors - observing attention and participation in the group - inquiring insight - response and cooperation	95.00	5.00
15 Post course evaluation conducted by instructors and training staff using	95.00	5.00

Number	List of Opinions	Agree	Disagree
16	<ul style="list-style-type: none"> - questionnaire type of knowledge/testing model - attitude test model - group report <p>.....</p> <p>After 1 month, 3 months and 6 months of training, evaluation should be conducted by instructors and training staff and persons concerned using</p> <ul style="list-style-type: none"> - survey of opinions form - attitude test model/interview, observation, inquiry - behavior measurement model/behavior recorded form - research 	90.00	10.00
17	<p>.....</p> <p>Project evaluation should be annually done with the whole components of training process for improving and correcting entire curriculum systematically and continually.....</p>	100.00	-
18	<p>.....</p> <p>Circulating a survey of various opinions form should be cautious. Do not allow responders to have influence over or prejudice against persons who are being evaluated. This is to prevent the error of data and prejudice against research or evaluation.</p>	100.00	-
19	<p>.....</p> <p>Judgement criteria should be laid down clearly whether the participants pass or fail the training.....</p>	85.00	15.00
20	<p>.....</p> <p>Evaluation should be done openly and secretly. The participants are openly and secretly evaluated.....</p>	90.00	10.00
21	<p>.....</p> <p>Results of evaluation should be brought for discussion in accordance to academic principles then it is brought back to participants for feedback and to persons concerned for correcting, adjusting and developing reasons.(Please express your additional opinions).....</p>	100.00	-

Table III level of appropriation and consistency of the second round responses

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
1	<u>Requirements of aim and objective of curriculum should consist of the following</u> General and specific objective or behavior objective suitable for organizational policy and national policy should be set up, and they should be able to respond to the need and expectancy of service recipient.....	(*)					1
2	Objective should cover development of personnel of all levels, and continually and seriously aim at good service consciousness development at every places, time and opportunity.....	(*)					1
3	Objective should be compatible to principle and reason with the aim to use it as a significant fundamental for prevention correction of organizational problem, due to problem, due to service behavior ignorant of virtue, ethic and good service consciousness.....	(*)					1
4	Requirement of behavior objective or behavior or behavior expectancy should cover the need and expectancy of the service recipients with physique, mind and society.....		(*)				1
5	Objective should be clear, functional, and evaluative.....	(*)					.25
6	Objective should aim at principle of law and professional ethic of medical service personnel compatible to cultural value of various groups of people in society toward medical service.....	(*)					1
7	Objective should aim at changing behavior of behavior of personnel of all levels to have virtue-ethic until it becomes their good habits and the culture of organization.....	(*)					1
8	Objective should aim to have participants see advantage of virtue-ethic by themselves, and develop themselves, and efficiently use it for all situations.....	(*)					.50
9	Objective should aim at responsibility of every workplace to reinforce joint ethic development, acknowledgement, problem solving and prevention of problem. They should be connected as a quality and efficiency network.....	(*)					1
10	Objective should aim at participants' realization of the problems, awareness of significant virtue-ethic development, and acceptance of development processes for good medical service quality.....	(*)					1
11	Objective should aim at personnel of all levels to of all levels to generate ethic and real ethical behavior and to be able to analyze, criticize various situations occurred in society and find the response for efficient self-development.....	(*)					1
12	Objective should aim to have participants understand themselves and others more, and lessen or quit undesired behaviors, and generate desired ethical behavior.....	(*)					1

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
13	Objective should aim at gaining conscious responsibility toward duty, themselves, family, society, country or humanity.....	(*)					1
14	Objective should aim at creating ethical atmosphere and environment in working and in medical service.....	(*)					1
15	Objective should aim at promoting and creating desired behavior of personnel of all levels in all workplaces to have ethical service behavior that responds to the need and expectancy of medical service recipient at the hospital at all levels, places, time and opportunity with continuity and seriousness. They should..... - be responsible for duty and public interest - be sincere and honest - be fair, equal, virtuous and continuous - be intelligent in problem solving and concentrated - respect the people rights with physique, verbal and mind - be kind, sacrificial and spirited - fear and feel ashamed of sin - be united, joint physique and mind - be working hard and economic - seek dharma, be generous, sweet-talking and behaving properly - stick with rightness and professional standard - stick with organization motto	(*)					1
	<u>Requirement of curriculum subject content should consist of the following issues</u>						
16	Content should consists of theory an practice in various forms together with education tour and visit to ethical development project.....	(*)					1
17	Content should aim at knowledge, understanding and generating the change of 3 aspects which are Cognitive Domain, Affective Domain and Psychomotor Domain compatible to curriculum objective.....	(*)					.75
18	Content should bring principle of law and patient rights, and ethical profession of medical service to be the subjects of study or activity organizing, and exchange of experience for generating learning to the training.....	(*)					1
19	Content should bring results of behavior research and characteristics of people's good habit, good and happy person, and Buddhist precepts which is philosophy for a living to be part of training subjects, to the training.....		(*)				1
20	Content should bring problem, ethical conflict or the incidence of professional misconduct in medical service behavior and method of correction to be a required content and training subjects to the course		(*)				1
21	Content should bring results of surveying problem and training need of organization to be content of curriculum	(*)					1

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
22	Content should bring results of surveying problem on training need and satisfaction of service recipient and various complaints to be the subject of training Requirement of content should cover the following issues	(*)					1
23	Building good personality with physique, verbal and mind for good service behavior to impress service recipient.....	(*)					1
24	Ethical structure and ethical development guideline with social learning theory.....		(*)				1
25	Ethical fundamental and significance of virtue-ethic	(*)					1
26	The problem of medical ethic and ethical principle which is an essential medical service fundamental	(*)					.25
27	The whole component of health service consciousness covering physique, verbal, mind, society, emotion, belief, attitude, value and soul.....	(*)					1
28	Understandin self and others for changing behavior and self – development.....	(*)					.25
29	Art of speaking and creating ethical atmosphere and environment in working and in good service.....	(*)					1
30	Techniques and methods of solving unanticipated problem, various complaints and conflicts	(*)					1
31	Adjustment of attitude, belief, and creating motivation for acceptance of various development processes, including ethic and good service consciousness.....	(*)					1
32	Understanding nature and service recipient’s expectancy.....	(*)					0
33	Human behavior, organization behavior, changing behavior technique , and melting behavior activity.....	(*)					1
34	Activity, reinforcing and ethical development project for continuity of good service consciousness.....	(*)					1
35	Ethical development provided for people with physique, verbal and mind.....	(*)					1
36	Integration of training technique with joint theory and practice should be used. Using either one technique is not recommended. The following techniques are recommended (You may choose more than one techniques) Lecture and question..... Case study..... Situational model..... Small group..... Brainstorming..... Discussion..... Self-study set..... Buddhist practice and meditation..... Educational tour and visit to ethical development project..... Excursion..... Walk Rally/Camping..... Others (please specify).....	(*)					1

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
37	Continuation and association training both of theory and practice at all time.....	(*)					1
38	Training content should be suitable for age, intelligent level and nature of group participants	(*)					1
39	Training should think of student center selecting daily situational problem close to real life in workplace, where participants encounter every day to be subject of activity organizing.....	(*)					1.25
40	Participants should understand, think and find alternative and suitable self-behavior and apply it	(*)					1
41	Training should motivate participants to sincerely and intentionally generate ethical consciousness to action until it becomes habit or permanent consciousness. They do not only follow instruction.....	(*)					.50
42	Organizing ethical creation activity and various behaviors for participants should cover the following issues: - Responsibility toward duty and public interest - Fidelity - Justice/equality/continuity - Use of intelligence for problem solving/ concentration - Respect people rights with physique, verbal and mind - Kindness/sacrifice/generosity - Unity/joint physique and mind - Hard-working and economic - Veracity seeking, generosity, sweet-talk and proper behavior - Sticking with rightness and professional standard - Sticking with organization motto	(*)					.50
43	Use Buddhist principles which is philosophy for a living, educate ethical knowledge, ethical behavior, emphasizing emotional, conscious and believable development that influence behavior to change, making them to concentrate on behaving appropriately, and to efficiently enable to alternate ethical decision making.....	(*)					1
44	Emphasizing exchange of knowledge, and direct experience among participants as well as open-minded to admit and learn self-behavior and others.....	(*)					1.25
45	Emphasizing participants' participation in various activities, and motivating them to express their feelings and opinions to solve ethical problem modeling from real situation.....	(*)					1
46	Use of people media to organize discussion for participants to see real example of discussion which correlates between sin and consequence of sin for attitude development and belief in various aspects to change participants' behavior.....	(*)					1.25
47	Organizing conditional activity to reinforce various strength toward decent person and decadent person...	(*)					1.50

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
48	Integrating ethical and consciousness in all subjects and every opportunity to any other training consistently and regularly.....	(*)					1
49	Training atmosphere should contain interesting, exciting, enjoyable, and motivating subject to draw appreciation, idea and to follow without boring and the participants need to test, and use it, and to make them see advantage of learning.....	(*)					1
50	Teaching technique should make participants feel that they learn voluntarily and naturally without realizing that they are being taught.....	(*)					1
51	Organizing training environment and post training activity suitable for reinforcing and continuing ethical development should be a collective experience type, because training in the classroom alone is not enough to change value and ethic to become continuously good consciousness	(*)					1
52	Training should make participants happy, relaxed and motivate them to think, analyze and seek new alternative method to help make new decision, generate emotion, feeling, attitude, belief, and appreciation. Training method should integrate arts and literature into problem and subject content, that is to have them read novel, short-story, culture and tradition, history, story-telling and poem ,view drama, performance, and sing patriot song, karake ..		(*)				1
53	Instructor who lectures in ethic and consciousness should emphasize good relationship between instructors and participants which is very important to ethical development to make them accept the teacher and to motivate them to follow the instruction and express their personal problem and work problem. These pieces of information are good for teaching, and problem solving, that derive from real situation, and making participants see advantage of learning.....	(*)					1
54	Instructor should be a good role model on appropriate ethic at all time to obtain the best teaching results.....	(*)					.25
55	Instructors should come from internal and external institutes to create familiarity and trust toward participants to make training get to the root of the problem and to the heart of training.....	(*)					.25
56	The success and continuity of ethical and conscious training depend on cooperation of superiors of all levels behaving proper role model at all time, because value and attitude may change as social motivation and experience surrounding the people occur all the time.....	(*)					1
57	Organizing ethical and conscious development project should have all units participate in all steps and provide it at least one year in advance of budgetary year.....	(*)					1
58	Selection of media should be in consistency to objective of each topic with the following well recommended media Person media.....	(*)					1

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
	Power point/computer presentation in various forms..... Transparency/visual aid..... Cassette..... Slides..... Document, supplementary readings..... Self-study set/Newspaper/genuine objects..... Various complaints.....						
59	Media motivating participants to generate development of attitude, emotion and feeling should be brought for teaching and learning, by allowing them to watch film, VDO or to read short-story, then ethical problem learning from these activities are jointly analyzed and solved in the group.....	(*)					1
60	Requirement of number and qualification of participants should be announced as clear policy with efficient selection that high executives should take the first priority to attend the course then the second and third priority respectively.....	(*)					1
61	Requirement of qualification for candidate for the next training class should put candidate of the same level into the same group first, then the rest are the combination of all levels . The reason is for acknowledgement and joint problem solving of all levels.....		(*)				1
62	Requirement of suitable length of training class should take at least 5 full time days (3 official days with Saturday and Sunday). Night activity with various practiced types and excursion during week end may be provided		(*)				1.50
63	Place of training should make use of internal and external institutes and should not be interfered by outsiders (because some participants may be disturbed during the training). Temple, school or camp in the country can be the place for training.....	(*)					1.25
64	Appropriate requirement of number of candidates should take about 30-50 persons per class because they have to jointly practice thinking, analyzing and performing group activity and group discussion	(*)					1.25
	<u>Curriculum evaluation should have the following characters and contents</u>						
65	Training evaluation should cover the following issues 1. Reaction evaluation 2. Learning evaluation 3. Behavior evaluation 4. Results evaluation	(*)					.25
66	And it should emphasize behavior evaluation most... Every consciousness and behavior evaluation should not be conducted too close to each other, every 6 months or every year of evaluation should be taken continuously.....	(*)					1
67	Integrating various techniques of evaluation in term of quality and quantity should be taken for justice in evaluation using interview, observation and questionnaire.....	(*)					1

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
68	Each evaluation should take data from various sources such as from superior, colleagues, trained persons, service recipients for reliability of evaluation and measurement.....	(*)					1
69	Before evaluation, what behaviors are expected to get changed after training should be set up.....	(*)					0
70	Reaction evaluation should motivate participants to write their opinions and additional various suggestions without signature to get real and broad data for project benefited	(*)					1
71	Reaction evaluation of participants' feeling of satisfaction, opinion should be set up to be evaluated that are: Objective of project curriculum, content, training process, training activity, training institute, length of training, instructor.....	(*)					.50
72	Learning evaluation should evaluate knowledge, skill and attitude of participants before and after the training.....	(*)					.25
73	Behavior evaluation of participants that have been changed should cover the following : - behavior toward service recipient, customer, contact people - behavior toward colleagues, and other unit concerned - behavior toward superior and subordinate - behavior toward organization	(*)					.50
74 Consciousness and various behaviors of participants that should be evaluated are: - responsibility toward duty and public interest - fidelity, justice, equality, continuity, - use of intelligence in problem solving, concentration, - respect people rights with physique, verbal and mind, - kindness, sacrifice, spirit, - fear and feeling ashamed of sin, - unity, joint physique and mind, - working hard and economic, - seeking veracity, generosity, sweet-talk, proper self-status, - sticking with rightness, professional standard, and organization motto	(*)					0
75	Consciousness and various behaviors evaluation of participants should be conducted before and after training to be used as a criteria for comparison of progress and expectancy from the training.....	(*)					1
76	Results evaluation and effect toward organization and person concerned both positive and negative aspects should cover the following issues - Image of person and organization, - standard of work system, and various services, - increasing income of the organization, decreasing production cost, economic, - environment conservation, water, power, supplies,	(*)					1

Number	List of Opinions	Level of Appropriation					I.R
		5	4	3	2	1	
77	- customer's satisfaction, service recipient, contact people - expectancy of organization from the training Project evaluation to evaluate behavior change related to consciousness is the most difficult evaluation, therefore budget should be provided in advance to support following up project evaluation systematically, seriously and continually.....	(*)					1
78	On-training evaluation conducted by instructor and training staff by observing various behaviors, attention, group participation, inquiring comprehension, responses and cooperation.....	(*)					0
79	Evaluation should be conducted by instructor and training staff after training using - knowledge test, test model, - attitude test, - group report, individual report, case analysis, - class attendance, - observing behavior, attention, various cooperation	(*)					.25
80	Evaluation of training should be conducted by instructor and training staff or person concerned after 1 month, 3 months, 6 months or 1 year as they see appropriate using - attitude test, interview, observation, inquiry, - behavior test, behavior recording sheet - research	(*)					1
81 The whole process of project evaluation should be conducted every 1-2 years for correction of the entire and continual curriculum system.....	(*)					1
82	Distribution of opinion surveying form should be cautious. Do not allow responders to have influence in the persons who are being evaluated. This is to prevent inaccuracy of data and prejudice against research work or evaluation.....	(*)					1
83	Criteria to judge whether or not participants pass or fail the training should be set up clearly, such as class attendance should not be less than 90%, and other reports, cooperation, attention.....	(*)					1.25
84	Evaluation should be conducted both openly and closely	(*)					1
85	Results evaluation should be brought for discussion according to academic principle, then feedback data is forwarded to participants and person concerned, such as chief or superior for correction and development (Please express your additional suggestions).....	(*)					.25



โปรดกรอกข้อมูลเกี่ยวกับประวัติของท่าน

ประวัติผู้เรียน

ชื่อ - นามสกุล.....

วุฒิการศึกษา

ปริญญาตรี หรือต่ำกว่าปริญญาตรี.....

ปริญญาโท.....

ปริญญาเอก.....

อื่น ๆ

ตำแหน่งปัจจุบัน.....

ตำแหน่งสุดท้าย.....

หน่วยงานที่สังกัดและสถานที่ทำงาน.....

ประสบการณ์ที่เกี่ยวข้องกับงานฝึกอบรม / การพัฒนาจริยธรรม / จัดดำเนินการให้บริการ

- เป็นวิทยากรหรืองานสอน / การบรรยายพิเศษ.....

- เขียนหนังสือ.....

- บทความ.....

- ทำชมรมหรือกิจกรรม / ทำโครงการ / อบรม / ศึกษาดูงาน.....

- เคยเป็นกรรมการหรือที่ปรึกษา.....

- ได้รับเกียรติบัตรยกย่องเชิดชูเกียรติ / บุคคลดีเด่น / บุคคลผู้ทำประโยชน์ให้แก่ประเทศชาติ.....

- ผลงานวิจัย.....

- อื่น ๆ

ประวัติผู้เชี่ยวชาญทั้ง 19 ท่าน

1. ชื่อ – สกุล รศ.ดร.วิชัย วงษ์ใหญ่

วุฒิการศึกษา ปริญญาตรี กศบ.วิทยาลัยวิชาการศึกษา ประสานมิตร

ปริญญาโท M.A. University of Georgis U.S.A.

ปริญญาเอก Ed.D. (การฝึกหัดครู) University of deorgia U.S.A.

การวิจัยหลังปริญญาเอก (หลักสูตรและการสอน) Indiana Universty U.S.A.

ประสบการณ์ที่เกี่ยวข้องกับงานฝึกอบรม / การทำหลักสูตร / และงานพัฒนาจริยธรรม

- คณะกรรมการปฏิรูปการเรียนรู้ สำนักงานคณะกรรมการการศึกษาแห่งชาติ
- คณะกรรมการพัฒนาหลักสูตร กระทรวงศึกษาธิการ
- คณะกรรมการพัฒนาหลักสูตร วิทยาลัยป้องกันราชอาณาจักร
- คณะกรรมการพัฒนาเกณฑ์มาตรฐานหลักสูตร ทบวงมหาวิทยาลัย
- ประธานคณะกรรมการบริหารหลักสูตรระดับคุณวุฒิบัณฑิต สาขาการอุดมศึกษา
- ผู้เชี่ยวชาญพัฒนาข้าราชการ สำนักงานข้าราชการพลเรือนและเป็นวิทยากรหลักสูตรวิทยากรจริยธรรม

ผลงาน - การพัฒนาหลักสูตร และการสอนมิติใหม่

- การพัฒนาหลักสูตร และการสอนภาคปฏิบัติ

- ปฏิรูปการเรียนรู้ ผู้เรียนสำคัญที่สุด สูตรสำเร็จหรือกระบวนการ ตำแหน่งและหน่วยงานที่สังกัด - รองศาสตราจารย์

- อดีตคณบดีคณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

2. ชื่อ – สกุล พล.อ.ต. บุญเลิศ จุลเกียรติ

วุฒิการศึกษา ปริญญาตรี วิทยาศาสตร์บัณฑิต มหาวิทยาลัยเชียงใหม่

ปริญญาโท พ.บ.ม. มหาวิทยาลัยเชียงใหม่

ปริญญาเอก แพทย์สาขาเวชปฏิบัติทั่วไป Norwegian American Hospital U.S.A.

แพทย์สาขาเวชศาสตร์ฉุกเฉินที่ illinos Masonic Medical Cernter U.S.A.

ประสบการณ์ที่เกี่ยวข้องกับงานฝึกอบรม / การทำหลักสูตร / การพัฒนาจริยธรรม

- เป็นวิทยากร สร้างจิตสำนึก ให้แก่นักศึกษาแพทย์ / นักศึกษาพยาบาล ทบวงมหาวิทยาลัย ข้าราชการ พนักงานรัฐวิสาหกิจเอกชน หลายแห่งทั่วประเทศ

- อนุกรรมการส่งเสริมค่านิยมในความซื่อสัตย์ สุจริต ของ ป.ป.ช.
- อนุกรรมการแพทย์สภา

ได้รับเกียรติบัตรยกย่องเชิดชูเกียรติ / บุคคลดีเด่น / ผู้บำเพ็ญประโยชน์

- บุคคลดีเด่นกองทัพอากาศ
- ศิษย์เก่าดีเด่นคณะแพทยศาสตร์ มหาวิทยาลัยเชียงใหม่
- ศิษย์เก่าดีเด่นมหาวิทยาลัยเชียงใหม่

ตำแหน่งและหน่วยงานที่สังกัด

- อดีตผู้อำนวยการ โรงพยาบาลภูมิพลอดุลยเดช

3. ชื่อ – สกุล พ.อ.น.พ. พงษ์ศักดิ์ ตั้งคณา

วุฒิการศึกษา ปริญญาตรี วทบ.มหาวิทยาลัยเชียงใหม่ และมหาวิทยาลัยมหิดล

ปริญญาโท พ.บ.ม. มหาวิทยาลัยเชียงใหม่

ปริญญาเอก วิชาชีพชั้นสูงสาขา โสต ศอ นาสิก โรงพยาบาลพระมงกุฎเกล้าฯ

ประสบการณ์และผลงานที่เกี่ยวข้องกับการเป็นวิทยากร / การพัฒนาจริยธรรม

- เป็นวิทยากรพิเศษปลูกจิตสำนึกตามสถาบันต่าง ๆ ทั่วประเทศไทย
- เขียนหนังสือวางมิดหมอมหาหัวร่อหน้าไมล์
- ได้รับพระราชทานรางวัลเสมาธรรมจักร สาขาส่งเสริมผู้ปฏิบัติธรรม

ตำแหน่งและหน่วยงานที่สังกัด

- อดีตรองอธิการบดี มหาวิทยาลัยวลัยลักษณ์

ปัจจุบัน

- ประธานบริษัทพัฒนาเพื่อชีวิตและสังคมจำกัด

4. ชื่อ – สกุล พระศรีปริยัติโมลี (สมชัย กุศลวิโต)

วุฒิการศึกษา - เปรียญธรรมฯ, พทบ. MA. (Indian philosophy)

- Ph.D. (พุทธศาสนา – ปรัชญา) University of Madvos, India

ประสบการณ์และผลงานที่เกี่ยวข้องกับการพัฒนาจริยธรรม

- วิทยากรฝึกอบรมบุคลากร ทั้งพระสงฆ์ และประชาชนหลายแห่งทั่วประเทศ
- ประธานศูนย์พุทธวิปัสสนานานาชาติ (IBMC) จัดฝึกอบรมให้แก่ชาวไทย – ชาวต่างประเทศ

- ประธานดำเนินการฝึกอบรมพระสงฆ์ทุกสายต่างประเทศ โครงการร่วมกันระหว่างมหาวิทยาลัยมหาจุฬาลงกรณฯ สมัชชาสงฆ์ไทยในสหรัฐอเมริกา
- ได้รับรางวัลเสมาธรรมจักร ประเภทเผยแผ่จริยธรรมในต่างประเทศ
- ผลงานวิจัย Buddhist Concept of Mind
- เป็นกรรมการวิทยานิพนธ์ด้านจริยธรรม ทบวงมหาวิทยาลัย

ตำแหน่งและหน่วยงานที่สังกัด

- รองอธิการบดีฝ่ายกิจกรรมต่างประเทศมหาวิทยาลัยมหาจุฬาลงกรณฯ ราชวิทยาลัย

5. ชื่อ – สกุล พระพิพิธ ธรรมสุนทร

วุฒิการศึกษา นักธรรมเอก เปรียญ 5 ประโยค

ประสบการณ์และผลงานที่เกี่ยวข้องกับการพัฒนาจริยธรรม

- เป็นวิทยากรบรรยายธรรม องค์กรทั่วไปหลายแห่งทั่วประเทศ
- เทศน์, ปาฐกถา, อภิปราย ทางโทรทัศน์, วิทยุ
- เขียนหนังสือพิมพ์ คม-ชัด-ลึก วันศุกร์
- จัดตั้งองค์กรแสดงธรรม

ตำแหน่งและหน่วยงานที่สังกัด

- ผู้ช่วยเจ้าอาวาสวัดสุทัศน์เทพวราราม กรุงเทพฯ
- เลขานุการเจ้าคณะภาค 4

6. ชื่อ – สกุล ผศ.นพ.โรจน์รุ่ง สุวรรณสุทธิ

วุฒิการศึกษา - วิทยาศาสตร์บัณฑิต มหาวิทยาลัยเชียงใหม่

- แพทย์ศาสตร์มหาบัณฑิต มหาวิทยาลัยเชียงใหม่

ประสบการณ์ผลงานที่เกี่ยวข้องกับการฝึกอบรม / การพัฒนาจริยธรรม / งานบริการ

- เป็นอาจารย์แพทย์ และเป็นวิทยากรด้านจิตสำนึก คุณธรรมจริยธรรมในการให้บริการแก่นักศึกษาระดับปริญญาตรี และปริญญาโทตามสถาบันต่าง ๆ
- ตำแหน่งและหน่วยงานที่สังกัด
 - อาจารย์แพทย์ ระดับ 9 โรงพยาบาลศิริราช

7. ชื่อ – สกุล นาง บุษยา นพวงศ์ ณ อยุธยา

วุฒิการศึกษา พยาบาลวิชาชีพวิทยาลัยพยาบาลทหารอากาศ

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / การพัฒนาจริยธรรม / การให้บริการ

- เป็นวิทยากรการพัฒนาพฤติกรรมบริการสู่ความเป็นเลิศ (Excellent Service Behavior) ให้แก่โรงพยาบาลของรัฐและเอกชนหลายแห่งทั่วประเทศ
- ทำโครงการอบรมพฤติกรรมบริการของเจ้าหน้าที่ในโรงพยาบาล
- เป็นกรรมการพัฒนาคุณภาพเชิงบริการสุขภาพ กรมการแพทย์ กระทรวงสาธารณสุข

ตำแหน่งและหน่วยงานที่สังกัด

- พยาบาลวิชาชีพ 8 รองหัวหน้ากลุ่มการพยาบาล โรงพยาบาลนพรัตน์ราชธานี

8. ชื่อ – สกุล พล.ร.ต.หญิง พิมพ์ ศุนาลัย

วุฒิการศึกษา - แพทย์ศาสตร์บัณฑิต

- Diplomat American Broad in Internal Medicin Subspecialty Broad in Hematology

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร การพัฒนาจริยธรรม

- เป็นประธานองค์กรแพทย์ รพ.สมเด็จพระปิ่นเกล้า

ตำแหน่งและหน่วยงานที่สังกัด

- อธิการผู้อำนวยการ รพ.สมเด็จพระปิ่นเกล้า
- ปัจจุบัน ผู้อำนวยการกองทัพอเรือ ช่วยราชการกองอายุรกรรม รพ.สมเด็จพระปิ่นเกล้า

9. น.อ.อภิชาติ พลอยสังวาลย์

วุฒิการศึกษา ปริญญาตรี - วิทยาศาสตร์บัณฑิต

- แพทย์ศาสตร์บัณฑิต

ปริญญาโท - วิทยาศาสตร์การแพทย์ชั้นสูง, MS In Clinical epidemicology

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

- การสอนจริยธรรมอย่างเป็นรูปธรรมสำหรับนิสิตแพทย์ -
- คณะกรรมการจริยธรรม รพ.ภูมิพลอดุลยเดช พอ.บ.นอ.
- เลขานุการคณะกรรมการจริยธรรม ราชวิทยาลัยศัลยแพทย์แห่งประเทศไทย
- ปัจฉิมนิเทศ, Eethical round สำหรับนิสิตแพทย์

ตำแหน่งและหน่วยงานที่สังกัด

- หัวหน้าศูนย์วิจัยและสิ่งประดิษฐ์คิดค้นทางการแพทย์ กรมแพทย์ ทอ.
- ศัลแพทย์ทั่วไปกองศัลยกรรม รพ.ภูมิพลอดุลยเดช พอ.บ.นอ.

10. ชื่อ - สกุล พ.อ.รศ.ศุภชัย วงศ์พิชฐชัย

วุฒิการศึกษา ปริญญาตรี - วิทยาศาสตร์บัณฑิต

ปริญญาโท - แพทย์ศาสตรมหาบัณฑิต

ปริญญาเอก - Fellow in Retina and children ophthalmology children
Hospital in Haward Universit

ประสบการณ์และผลงานที่เกี่ยวข้องการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

- เป็นวิทยากรจริยธรรมนักศึกษาแพทย์ ทบ.
- เป็นอาจารย์ประจำ และอาจารย์ที่ปรึกษา นศ.แพทย์ ทบ.
- เป็นตัวแทนผลงานสิ่งประดิษฐ์สภาวิจัยแห่งชาติ

ตำแหน่งและหน่วยงานที่สังกัด

- อาจารย์วิทยาลัยแพทยศาสตร์พระมงกุฎเกล้า

11. ชื่อ - สกุล น.อ.หญิง จรรยา กองจินดา

วุฒิการศึกษา - ปริญญาตรี กศ.บ. วิชาเอกพยาบาลศึกษา ประสานมิตร

- ปริญญาโท กศ.ม. จิตวิทยาการศึกษาและการแนะแนว ม. เกษตรศาสตร์

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

- สอนวิชาจริยศาสตร์สำหรับพยาบาล ทอ.
- เป็นวิทยากรพัฒนาจริยธรรมสำหรับผู้ให้บริการ
- จัดกิจกรรมฝึกอบรมการพัฒนาจริยธรรมให้แก่นักศึกษาพยาบาล ทอ.
- ประธานโครงการพัฒนาจริยธรรม / ที่ปรึกษาโครงการพัฒนาจริยธรรม
- กรรมการและเลขานุการ คณะอนุกรรมการจริยธรรมสภาการพยาบาลแห่งประเทศไทย
- ประธานพัฒนาระบบและกลไกการประกันคุณภาพการศึกษาวิทยาลัยพยาบาล ทอ.

ตำแหน่งและหน่วยงานที่สังกัด

- รองผู้อำนวยการวิทยาลัยพยาบาลทหารอากาศ

12. ชื่อ - สกุล น.อ.หญิง วรรณภรณ์ จิตตกุล

วุฒิการศึกษา - ปริญญาตรี - วิทยาลัยพยาบาลกองทัพเรือ

- ปริญญาโท - วทม.สาธาณสุขศาสตร์สาขาการพยาบาลสาธารณสุข
- อื่น ๆ - วิทยาการจริยธรรม ศูนย์ส่งเสริมจริยธรรม ก.

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

- เป็นหัวหน้าฝ่ายศึกษา วิทยาลัยพยาบาลกองทัพเรือ

ตำแหน่งและหน่วยงานที่สังกัด

- ประจํากรมแพทยกองทัพเรือ รักษาการณ์ผู้ช่วยผู้อำนวยการวิทยาลัยพยาบาลกองทัพเรือ

13. ชื่อ - สกุล พ.อ.หญิง วิมา ชียงคนบุตร

วุฒิการศึกษา - ปริญญาตรี - ศิลปศาสตรบัณฑิต (พยาบาล)

- ปริญญาโท สังคมสงเคราะห์ศาสตรมหาบัณฑิต (การแพทย์)

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

- สอนวิชาจริยศาสตร์สำหรับนักศึกษาพยาบาล / และนักเรียนผู้ช่วยพยาบาล
- ได้วุฒิบัตรครู / อาจารย์พัฒนาบัณฑิตอุดมคติไทยจากทบวงมหาวิทยาลัย

ตำแหน่งและหน่วยงานที่สังกัด

- อาจารย์หัวหน้าภาควิชาการพยาบาลเบื้องต้น วิทยาลัยพยาบาลกองทัพบก

14. ชื่อ - สกุล ดร.มณฑิชา เครือสุวรรณ

วุฒิการศึกษา - ปริญญาตรี - มนุษยศาสตร์ ม.รามคำแหง

- ปริญญาโท - ร.ศ.รัฐประศาสนศาสตร์ นิติ (Personal Adminis Trations)

- ปริญญาเอก - บริหารธุรกิจ Nova Southeastern University Florida, U.S.A.

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

7 บริการ

- เป็นวิทยากรด้านจิตวิทยา และการบริหาร / การบริการ ให้แก่องค์กรของรัฐ ทบวงมหาวิทยาลัยและรัฐวิสาหกิจ / เอกชนหลายแห่ง
- Hotel and Tourism (Full scholarship by UNDP / ILO)
- Management in Hotel and Touisism (Full scholarship by Austrain goverment)
- Understanding Group Dynamics University Associate Som Francis co, U.S.A.

- เป็นผู้เชี่ยวชาญด้านการฝึกอบรมพัฒนาบุคลากรของการท่องเที่ยวแห่งประเทศไทย และ บริษัทการบินไทย จำกัด (มหาชน)

ตำแหน่งและหน่วยงานที่สังกัด

- ผู้จัดการกองการพัฒนาทรัพยากรบุคคลและฝึกอบรม บริษัทการบินไทย จำกัด (มหาชน) สำนักงานใหญ่ อ.วิภาวดีรังสิต

15. ชื่อ - สกุล นาย วิศิษฐ์ ชูวงษ์

วุฒิการศึกษา ปริญญาตรี - ศิลปศาสตรบัณฑิต ม. เกษตรศาสตร์

ปริญญาโท - MPA – (Nida) และ MBA – (Chula)

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม / การบริการ

- เป็นวิทยากรและผู้เชี่ยวชาญด้านการฝึกอบรมพัฒนาบุคลากร ให้แก่พนักงานของ ธนาคาร, องค์กรของรัฐ, รัฐวิสาหกิจ, ทบวงมหาวิทยาลัย หลายแห่ง
- เป็นผู้ทำโครงการการพัฒนาทีมงาน, การแก้ปัญหา, หลักเกณฑ์การตัดสินใจ, องค์กรแห่งการเรียนรู้, การฝึกอบรมบุคลากร
- ชมรมฝึกอบรมบุคลากร, สมาคมธนาคารไทย

ตำแหน่งและหน่วยงานที่สังกัด

- รองผู้จัดการฝ่ายอาวุโส ฝ่ายทรัพยากรบุคคล ธนาคารไทยพาณิชย์ จำกัด (มหาชน) สำนักงานใหญ่

16. ชื่อ - สกุล นายสุเทพ รัชญญสิทธิ

วุฒิการศึกษา ปริญญาตรี คบ. (เกียรตินิยมอันดับ 2)

ปริญญาโท พัฒนบริหารศาสตรมหาบัณฑิต

ประสบการณ์และงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม / บริการ

- เป็นวิทยากรและบรรยายพิเศษให้กับพนักงาน การสื่อสารแห่งประเทศไทย, องค์กรโทรศัพท์, ส่วนราชการ, บริษัท เอกชน, อาจารย์พิเศษ ม.กรุงเทพ
- ผู้อำนวยการกองกิจกรรมสัมพันธ์
- เป็นผู้เชี่ยวชาญด้านการฝึกอบรมและพัฒนาบุคลากร

ตำแหน่งและหน่วยงานที่สังกัด

- ผู้อำนวยการกองวิชาการการบริหารและจัดการ (นักบริหารฯ) ส่วนการฝึกอบรมฝ่ายพัฒนาทรัพยากรบุคคล องค์การโทรศัพท์แห่งประเทศไทย

17. ชื่อ - สกุล นาย ดำรง ชลสุข

วุฒิการศึกษา ปริญญาตรี - ครุศาสตร์บัณฑิต (จุฬาฯ)

ปริญญาโท - ครุศาสตร์มหาบัณฑิต (จุฬาฯ)

ประสบการณ์และงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

- เป็นวิทยากรและนักฝึกอบรม วิชาคุณธรรมจริยธรรมให้แก่ข้าราชการทุกระดับ ในกระทรวง ทบวงกรมต่าง ๆ
- ผู้อำนวยการโครงการพัฒนาด้านจริยธรรม
- เขียนหนังสือ - การสอนจริยธรรมตามแนวพุทธองค์
 - เกมส์จริยธรรม, ชุดการเรียนรู้ด้วยตนเองเรื่องจรรยาบรรณข้าราชการ
- บทความทางจริยธรรม, คุณธรรม, ค่านิยม ฯลฯ
- ผลงานวิจัย คุณธรรมสำหรับนักบริหาร
- เคยเป็นที่ปรึกษา อธิการบดีมหาวิทยาลัยราชภัฏวไลยอลงกรณ์ราชวิทยาลัย

ตำแหน่งและหน่วยงานที่สังกัด

- นักพัฒนาทรัพยากรบุคคล ศูนย์ส่งเสริมจริยธรรม สถาบันพัฒนาข้าราชการพลเรือน

18. ชื่อ - สกุล น.อ.หญิง ภัทริกา เทพสิทธิ

วุฒิการศึกษา - แพทย์ศาสตร์บัณฑิต ม.เชียงใหม่

- วิทยาลัยวิสัญญีวิทยา (วิสัญญีแพทย์)

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / หลักสูตร / การพัฒนาจริยธรรม

- เป็นอาจารย์ / วิทยากร สอนนักศึกษาแพทย์ / พยาบาล ทอ.
- เป็นผู้ควบคุมและบริหารการฝึกอบรมของกองวิทยากรกรมแพทย์ ทอ.
- ปรับปรุงแก้ไข และพัฒนาหลักสูตรต่าง ๆ หลายหลักสูตรของกองวิชาการ พ.อ.
- เขียนหนังสือและบทความ แพทย์สารทหารอากาศ
- เป็นกรรมการราชวิทยาลัยวิสัญญีแพทย์แห่งประเทศไทย 10 ปี

ตำแหน่งและหน่วยงานที่สังกัด

- ผู้อำนวยการกองวิทยากรกรมแพทย์ทหารอากาศ

19. น.อ.หญิง วรรณิการิ์ ฌุตยะสกุล

- วุฒิการศึกษา - ปริญญาตรี พยาบาลศาสตร์ (ศิริราชพยาบาล)
- ปริญญาโท สาขาการพยาบาล (MS of Nursing) U.S.A.

ประสบการณ์และผลงานที่เกี่ยวข้องกับการฝึกอบรม / การพัฒนาจริยธรรม / งานบริการ

- เคยเป็นวิทยากร สอนวิชา จรรยาบรรณวิชาชีพพยาบาล, วิชาการวิชาชีพพยาบาล จริยศาสตร์สำหรับพยาบาล หลายปี
- เป็นกรรมการชมรมพุทธของ โรงพยาบาลภูมิพลอดุลยเดช พอ.บ.นอ
- เป็นผู้ทำโครงการกิจกรรมส่งเสริมและพัฒนาจริยธรรมให้แก่นักศึกษาพยาบาล ทอ. / เป็นผู้นำการฝึกปฏิบัติธรรม - สมาธิ ให้แก่นักศึกษาพยาบาลและพยาบาล ทอ. จากสถาบันพุทธศาสนาเพื่อการปฏิบัติธรรมหลายแห่ง
- เป็นกรรมการปรับปรุงและพัฒนาหลักสูตรพยาบาล ทอ. และหลายสาขาวิชาในวิทยาลัยพยาบาล ทอ.

ตำแหน่งและหน่วยงานที่สังกัด

- อดีตเป็นผู้อำนวยการวิทยาลัยพยาบาลทหารอากาศ
- ปัจจุบัน ผู้ช่วยหัวหน้าหน่วยบริการปฐมภูมิโครงการ 30 บาทรักษาทุกโรค ของโรงพยาบาลภูมิพลอดุลยเดช พอ.บ.นอ.

BIOGRAPHY



NAME Squadron Leader Patra Kaewjongprasit

DATE OF BIRTH March 3, 1955

EDUCATION Certificate in Nursing (First Class Midwife),
Royal Thai Air Force College of Nursing, 1973-1976.
Bachelor of Science in Education, Srinakarindharawiroj
Prasanmit, 1986 –1988.
Master of Education (Adult and Continuing Education),
Faculty of Social Sciences and Humanities,
Mahidol University 1999-2002

POSITION & OFFICE

1984-1989 Royal Thai Air Force College of Nursing
1990-1997 Health Education,
Bhumibol Adulyadej Hospital
1998 –present Technical Division, Directorate of
Medical Services, Royal Thai Air Force

POSITION

Officer attached to Directorate of Medical Services,
Royal Thai Air Force