

The Integration of Student-Centered Approach for Field Trip in Mental Health and Psychiatric Nursing Practicum: Case Studies among Third Year Nursing Students of Assumption University of Thailand

Siriporn Poonruksa

**Faculty of Nursing Science, Assumption University
Bangkok, Thailand**

Abstract

This classroom action research aimed to examine the third year Assumption University nursing students' opinions toward the integration of student-centered approach for field trip in Mental Health and Psychiatric Nursing Practicum. Eight nursing students were purposive sampled and data collection was derived by focus group discussion. Content analysis and analytic induction were applied. The results found that nursing students prepared themselves before field trip by meeting to choose their leaders, set up field trip objectives, and delegated responsibilities to others. The benefits gained from field trip were receiving more knowledge, practicing working as a group and cooperating with other people. But the most important benefit was they knew how to seek knowledge by themselves which this good point was occurred by changing the roles of teachers as facilitators, mentors, and consultants. The results suggested that student-centered approach should be implemented in advance in nursing education as a life long learning.

Keywords: *student-centered approach, field trip, mental health and psychiatric nursing.*

Introduction

After the Thailand's National Education Act of 1999 came into effect, there was an extraordinary change of teaching-learning style and educational system as well. Furthermore, the Chapter 4 of the Act focuses on National Education Guidelines, of which the Section 22 states that, "Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality" (ONEC 2002). The Thai government provided a large number of subsidy in education reform in order to improve the quality of education in Thailand and to fulfill the optimum goal of education reform that emphasized on

developing super ideal learner to be the smart, good, and happy person (ONEC 2000).

In education reform era, the reform covers all aspects including educational policy, management, teaching-learning, and learner. Cardinal Poupard said that, "Education therefore, aims not merely at information but rather at formation, at molding and shaping. In doing so, it touches and transforms both teacher as well as teaching. While learning can be imparted, formation imbibed. Not what the teacher teaches, but rather what he is that counts: not what is taught but rather what is caught that matters" (Poupard, cited after Srivichairatana 2006).

Teaching-learning in nursing education is the process to prepare graduated nurses who have achieved academic excellence and professional skills appropriately to care the clients. Basically, the process of teaching-