



Knowledge Management Process of Nursing Students in Nursing Administration Practice

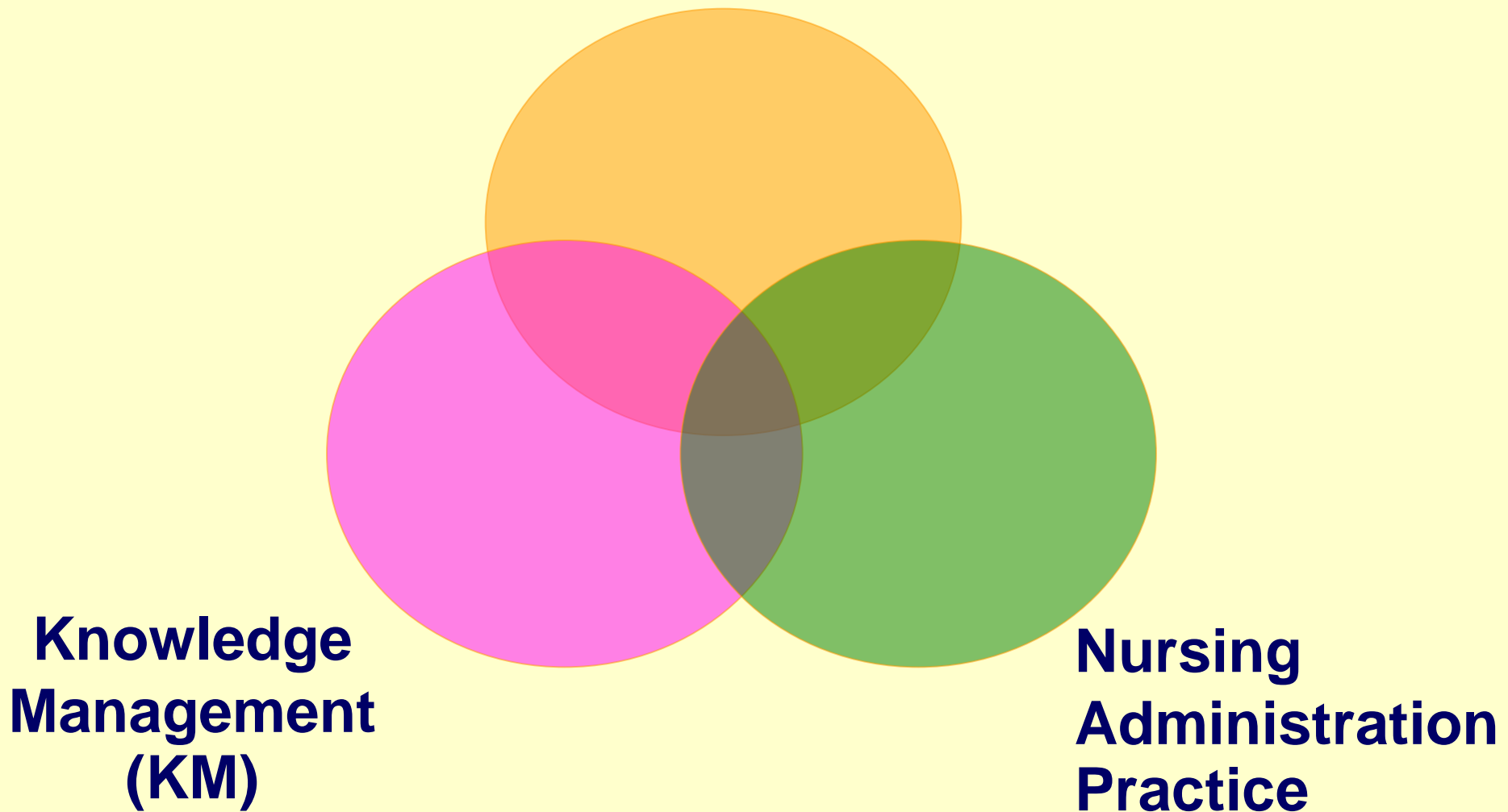
**Benjawan Pittard, Ph.D., RN.
Chutima Malai, Ph.D., RN.**



A close-up photograph of green grass with water droplets and ripples in the foreground. The grass is vibrant green and stands vertically. In the foreground, there is a pool of water reflecting the grass, with concentric ripples emanating from a point of contact. The background is dark and out of focus.

Background

The 10th National Economic and Social Development Plan (2007-2011)



1)The 10th National Economic and Social Development Plan (2007-2011)

**Green and Happiness Society
under the direction of
the Sufficiency Economy Philosophy**

Developing
people:
knowledge
of world
standards

Reforming
structure of
economy

Conservin
g
biodiversity

Developing
national
administration

2) Knowledge management (KM)

Knowledge is a combination of framed experiences, values and contextual information.

KM becomes a key for organisational learning success and competitive advantage.

Nursing students are needed to integrate KM for supporting their strength and cycles of learning.

3) Nursing administration practice

Preparing fourth year students to be the qualified novices.

Students must gather their knowledge from year 1 to year 4 and apply for their practice.

Practicing their administrative roles and producing nursing innovations to serve their management.

Objective

To describe
knowledge
management
process of
nursing
students.





Methodology

Methodology

Qualitative research

Grounded Theory (Strauss and Corbin, 1998)



Methods and Processes

Phase one: pre-data collection

Phase one: data collection

Phase one: data analysis



Methods and Processes (cont.)

Phase one: pre-data collection

1. Selecting participants and the research field:

theoretical sensitivity

theoretical sampling



Methods and Processes (cont.)

Participants

Fourth year nursing students enrolling in nursing administration practice during November 2009-March 2010)

Studied about knowledge management

To be recruited voluntarily



Methods and Processes (cont.)

Phase one: pre-data collection

2.Introducing to the project:

- reviewing the aim and objective
- reviewing the questions

3.Preparating of equipment and researchers



Methods and Processes (cont.)

Phase one: pre-data collection

4. Fulfilling ethical considerations

- presenting research proposal

- informing the participants

 - :aim and processes of the research

 - :the participants' involvement

 - :confidentiality and anonymity

- asking for volunteers and consenting to be a part of research

Methods and Processes (cont.)

Phase two: data collection

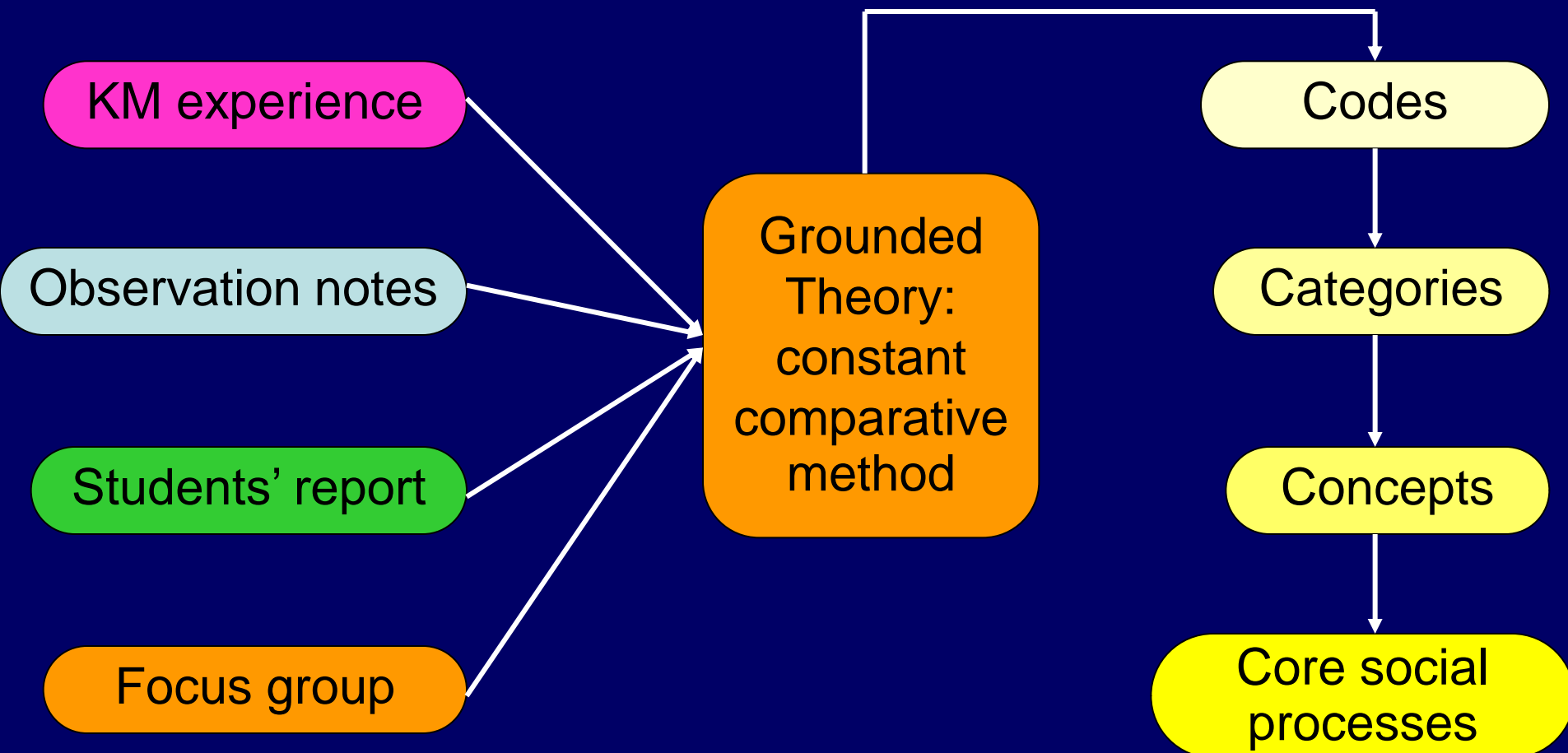
**Writing their knowledge management's
experiences and innovation reports**

**Observing and recording their innovation
presentations**

Interviewing: focus group

Methods and Processes (cont.)

Phase three: data analysis



Methods and Processes (cont.)

Phase three: data analysis

**Trustworthiness: the method of triangulation
(Lincoln and Guba, 1985)**

**Credibility: Prolong engagement
Space triangulation
Methodological triangulation**

Methods and Processes (cont.)

Phase three: data analysis

Transferability: clear explanation of participants and their products

Dependability: follow research process strictly

Confirmability: asking questions in each step of data analysis process

Results

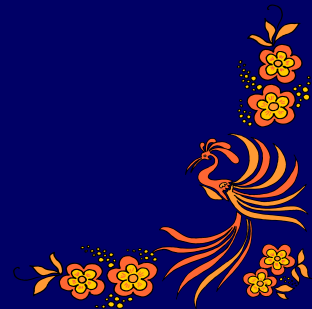
A close-up photograph of tall green grass with water droplets, reflected in a pool of water with ripples. The image has a strong green color cast and is used as a background for the 'Results' section header.

Results

Participants

123 fourth year nursing students (16 groups from 24 groups).

Nursing students emerged six steps of knowledge management process from their nursing administration practice.



1.Exploration

“Our first start of knowledge management process derived when we met many patients with operative wounds at their tummies. They suffered from pain once they coughed, sneezed or moved. These were very risky for them and leaded to infection and longer hospital stay”.





2. Internalization

“After we found the incident, we reviewed our past experiences and looked what we needed to create innovation for solving the problems. Of course, we needed the knowledge”.

“We invented innovation based on different fields of knowledge from our experiences such as risk management, time management, discharge planning and related nursing care”.



“We were surprised that we found the knowledge we needed from websites, database and also textbooks. Some had the same opinions but some didn’t. We altogether shared and discussed information we got. It was very good idea that we had opportunity to talk and review what we already had and what was new for us. This was the reason why team made us learn quicker”.

3. Socialization



“Working as a team improved our professional qualification such as critical thinking, effective communication and nursing skills. It lighted us an awareness of inventing innovation with proper knowledge to care patients, completed and further operated our knowledge management process”.

3. Socialization



“If we lacked of any knowledge, we searched who would give us that knowledge or how we got them. Our experiences and knowledge from textbooks were not enough”.

4. Acquisition



“We would like to thank many people who were a part of our success. Instructor explained us how to apply principle and concepts of nursing administration for practice. Patients told us coping methods with their illness. Their relatives also shared us their caring methods. We couldn’t reach the top if they didn’t helped us”.

4. Acquisition



5. Combination

“This step was very important one because we could see the outcomes after we identified, codified, refined, shared and organised the knowledge. Once we tried our product with the targets, we were aware the usefulness of knowledge management process. We knew we followed the right way or not. This also showed us the problem solution”.



5. Combination

“This could say we met the objectives and show us how the selected solution worked well”.

“Furthermore, this step referred to any improvements in our knowledge management process and proved that the knowledge we applied was enough and fit with our targets’ condition”.



6. Achievement

“We finally learnt about successful factors of knowledge management process. People such as instructors, nurses, patients and their relatives and allied health personnel were the most important factor while knowledge from nursing administration subject and other nursing subjects were important too”.



6. Achievement

“We combined different fields of knowledge to create innovation. Not only the knowledge from nursing administration and nursing subjects, but we also applied pharmacology and art for creating our product as well”.

“We were so proud of our group in what benefits we have done to the patients”.

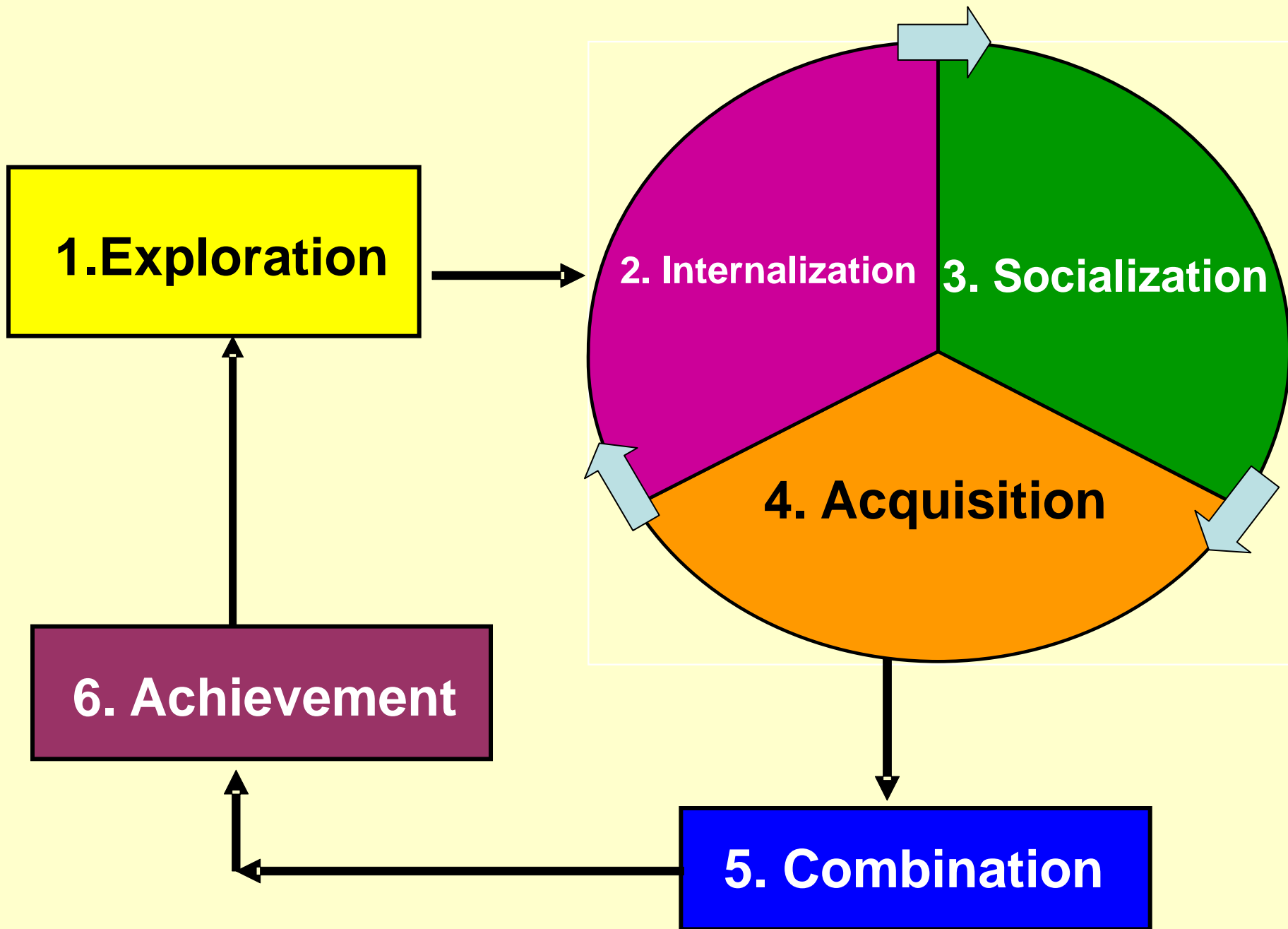


6. Achievement

“We were very happy when we saw our patients got better after trying our product. This stimulated us to learn more and more for helping our clients in the future”.

“During that time, positive attitude on nursing profession bloomed inside us. We had opportunity to improve our qualification and we will do better when we become nurses”.





Implications

Teaching knowledge management from the first year of enrolment.

Giving students enough time to learn through their knowledge management process.

Supporting students with a variety of learning media to help them learn from their knowledge management process.



Further research

Studying other factors which would affect knowledge management process of nursing students.

Comparing knowledge management process among nursing students in each class.

Exploring teaching methods for making the students an awareness of improving their professional competencies by using knowledge management.



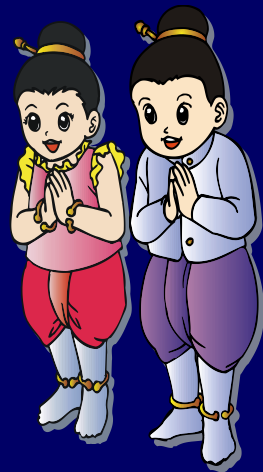
Acknowledgements

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Participants





Contact

DR.BENJAWAN

PITTARD

**Boromarajonani College of Nursing,
Ratchaburi**

**84/ 21 Katatorn Road, Muang District
Ratchaburi, 70000 Thailand**

E-mail: bsriyotin@yahoo.com



*Any comments
are very
welcome.*

Thank you for your attention.

