

CHAPTER I

INTRODUCTION

In today's rapidly changing world, people must adapt themselves to live in these complex societies. There are a lot of developments of all sectors, high technology, information technology, education, and others could affect to all people. The requirement employee and the expectation from social and the workforce are changing. They require people who can think, creative, and can solving problems more than only good in basic knowledge. This is affect to the educational section to preparing their students to meet this requirement. The educational reform policy and philosophy of the required student characteristic have been changed. The emphasizing to bring student to have the abilities of thinking much important as same as the basic knowledge and may be more. The educational sector can not teach all information and knowledge to their students however they can teach student to have the abilities of thinking that will bring student to learn others by them.

In nursing education, educators are also interesting and apply teaching critical thinking to nursing students, as they are very important to work as a nurse because they can help nurse to think clearly, to gathering all the important information that relevant to their patient and come to the better conclusion that what to give their patient to better care.

In this portfolio thesis compose of four main chapters. The first chapter will give an overview of all the following Chapters. On Chapter II, the essay, was written about the meaning and the important of critical thinking to general people and to nurse as a health care provider, the situation of critical thinking skills in nursing students around Thailand that were studied. The final part of essay will provide information about how to develop critical thinking skills.

On Chapter III, A project proposal was written based on the need for intervention as identified in the essay support by information from data exercise on Chapter IV. The main objective of a project is to increase the critical thinking skills in nursing students, focused only on Boromarajonani College of Nursing, Suphanburi. The development project name *curriculum development* will provide the three practical tasks to improving situation, *curriculum & instruction development*, *human resource development*, and *management and regulatory strategies*, continuing for 4 phases during five years.

Chapter IV is devoted to a data exercise. The main objective is to determine the critical thinking skills in nursing students and to explore the situation on teaching – learning condition arrange by the college. To gathering information relevant to the developing of critical thinking skills, the quantitative and qualitative studies were designed. The instrument to measuring critical thinking skills derived from Watson and Glaser Critical thinking Appraisal's concept created by Khampak, K.(1996) The questionnaire was planed to collect information about the condition on teaching-learning that relevant to develop critical thinking skills. The result showed that the

critical thinking skills of nursing students, Boromarajonani College of Nursing, Suphanburi province, were in the moderate level on total of five aspects, *inference, recognition of assumption, deduction, interpretation, and evaluation of argument*. There were also results the moderate level on the condition of the teaching - learning relevant to promote critical thinking skills of nursing students in the above college. The results of in-depth interview and group interview presented to confirm the quantitative result would present on the Chapter IV.

Chapter V, presentation hand out, aims at providing brief overall information of this portfolio thesis. It draws from essay, data exercise, and a project proposal.

The last is Chapter VI, has written about annotated bibliography. In presents the selected major literatures, some of which I consulted for this study, while some of them give me more information and idea.