

ABSTRACT

Title of the Research: **The Implementation of the Related Learning Experiences (RLE) of the Bachelor of Science in Nursing (BSN) Program at Selected Higher Education Institutions (HEIs) in Region IV-A (Calabarzon): Basis Towards an Enhanced Nursing Care**

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The descriptive method of research, supported with records review and documentary analysis, is utilized.

The study was conducted at nine (9) Higher Education Institutions (HEIs) offering Bachelor of Science in Nursing program in SY2005-2006. A total of 1,505 respondents were involved in the study. Out of the 1,505, nine (9) or 0.60% are college deans, 155 or 10.30% are faculty members and 1,341 or 89.10% are students.

The findings reveal that, in terms of the hospital resources, nine (9) or 100% had tertiary hospitals as their base hospital accredited by Phil. Health. The average hospitals' in-patient daily census is four (4) or 44.44%

with an average daily in-patient census of 75-100 patients. For the community resources, five (5) or 56% of the participating HEIs had their community exposure in the rural areas. In terms of the length of community exposure of students per school year, five (5) or 56% have more than seven (7) weeks of community exposure. Moreover, with regard to the types of community program, nine (9) or 100% of the community programs exist in terms of reproductive health, maternal and child health, health education, and environmental sanitation. On school resources, from the nine (9) HEIs with 155 faculty members, 84 or 54% have MA/MS units, 34 or 22% have bachelor's degree, 27 or 17% have master's degree, seven (7) or 5% with doctoral units, and three (3) or 2% have doctorate degree. On ownership of the base hospital, six (6) or 66.67% own their base hospital, three (3) or 33.33% do not own their base hospital. However, those without an owned base hospital have a memorandum of agreement with the administrators of these hospitals. On the nursing skills laboratory facilities, nine (9) or 100% of the provisions of laboratory facilities exist in terms of lecture-demonstration and practice of nursing skills and procedures. Moreover, on faculty to student ratio of the related learning experience, six (6) or 66.67% have a ratio of 1:8 to 11 and three (3) or 33.33% had a ratio of 1:12 to 15.

In the evaluation of the respondents on the dimensions of learning was very good with a mean of 3.88 for cognitive, 3.89 for psychomotor, and 4.12 for affective dimension.

The evaluation on the carative behaviors of the respondents is high (3.79) and the evaluation on the delivery of instruction is very good (4.09).

Significant differences in the evaluation on the RLE in the three dimensions of learning when grouped as administrators, faculty members, and students and by participating HEIs were obtained. Moreover, significant differences in the evaluation on the carative behaviors and delivery of instruction were also obtained.

Significant relationships in the evaluation on the extent of implementation of the RLE were obtained as viewed by the three groups of respondents in terms of the carative behaviors and delivery of instructions.

The study concludes that all of the HEIs had tertiary hospitals as their base hospital accredited by Phil. Health and majority has an average daily in-patient census of 75-100 patients. Majority of the HEIs have their community exposure in the urban area, majority of the students have more than 7 weeks of community exposure per school year, and majority of the community have an existing reproductive health, maternal and child health, health education and environmental sanitation programs. Majority of the clinical instructors are not master's degree holders nor doctoral holders and majority of the HEIs owned their base hospitals and all participating

HEIs have lecture-demonstration and nursing practice of nursing skills and procedures. The evaluation of the respondents on the cognitive, psychomotor, and affective dimensions of learning was very good. Moreover, the evaluation of the respondents on carative behavior and delivery of instruction were high and very good respectively. Significant differences existed in the cognitive, psychomotor, and affective dimensions of learning when grouped as administrators, faculty members, and students and when grouped by HEIs. Hence, significant differences existed in the carative behaviors and delivery of instructions when grouped as administrators, faculty members, and students. Significant relationships existed on the extent of RLE implementation when the respondents are grouped in terms of the carative behaviors and delivery of instructions.

The study thereby recommends that an RLE master rotation plan be reviewed, partnership with the nursing service be strengthened, training programs for the faculty members be carried out, and program to encourage faculty members to finish their masters degree be designed. Upgrading of laboratory equipment, regular update and review of clinical guidelines and policies, use of performance checklist in evaluating students, integration of values and behavior in the course syllabus, use of team teaching method and varied clinical strategies such as bedside conferences, and reinforcement of the conduct of research projects among students must be done.