

Team building for TB education in nursing schools in Thailand

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Outline

- **Rationale**
- **Needs assessment**
- **Training activities**
- **Team building after training**
- **Lessons learned**

Background

- **TB control depends on health personnel at all levels.**
- **Human Resource Development (HRD) for this health personnel is the most necessary.**
- **HRD is a continuing process and it takes time.**

Background (2)

- **HRD is composed of:**
 - * **training**
 - * **collaborative network**
 - * **job description**
 - * **job motivation**
 - * **environmental arrangement**
- **HRD among nurses is a goal of the NTP, Thailand.**

Background (3)

- **Nurses' role is practitioner, educator, coordinator, researcher, and administrator.**
- **It is recognized that some skills of performing the nurses' role are achieved through pre-graduation.**
- **However, current educational system may not be designed to promote TB education adequately.**

Objectives

- **To present baseline assessment of TB education in nursing schools.**
- **To describe model for teaching TB in these schools through team building.**

Process

- **TB education survey in Jun and Jul 05**
- **Committee of TB education in nursing schools has been officially established since May 05.**
- **Faculty members from all nursing schools attended a two day TB training course in Jul 05.**

TB education survey results

Characteristics	Number	(%)
■ Type		
Gov. univ./college	66	(82.5)
Private	14	(17.5)
■ Attending TB training		
yes	4	(05.0)
no	76	(95.0)

TB education survey results (2)

Characteristics	Number	(%)
■ Performing TB research		
yes	4	(05.0)
no	76	(95.0)
■ Sex		
male	4	(05.0)
female	76	(95.0)

TB education survey results (3)

Characteristics	Number
■ TB content	
cause	25
signs and symptoms	29
diagnosis	14
treatment	35
prevention and control	18

TB education survey results (4)

Characteristics	Number
■ TB content	
disease transmission	8
home health care	1
case finding	2
DOTS and TB policy	2
TB situation	7

TB education survey results (5)

Characteristics	Median	min-max
■ Length of teaching TB in classrooms (min/semester)	60	5-300
■ Length of practicing TB at health services	80	15-400

A two day training course for faculty members

- **Modules for training TB clinic staff**
- **Small group discussion with facilitators**
- **Further plan after the training**







Further plans

- **Increasing length of teaching TB in classroom.**
- **Teaching TB content consistent with NTP guideline**
- **Motivating students to perform TB research**
- **Adding TB topics into regular conference of each institution**

Committee of TB education in nursing schools

- **To provide consultation regarding TB for other faculty members**
- **To draft a TB manual for undergrad students**
- **To link academic institution with the NTP**
- **To follow up whether faculty members remain teaching TB after the training.**

Lessons learned

- **TB was almost neglected in nursing curriculum.**
- **TB has been taught in nursing schools with a wide variation.**
- **Educational materials were not available for faculty staff and students.**
- **Links between NTP and academic institutions were missing.**

Lessons learned (2)

- **Team building after training is very helpful for sharing resources and experience.**
- **A formal training for key contact persons from each institution is necessary.**
- **The committee is important to propose TB education activities to nursing schools.**

Conclusions

- **TB education should be in place in pre-graduation.**
- **TB education in nursing schools has a wide variation in content and length of teaching.**
- **Team building between the NTP and academic institutions is crucial to strengthen TB education in nursing schools.**