

ประสบการณ์ข้ามวัฒนธรรมของนักเรียนพยาบาลทหารอากาศ และนักเรียนพยาบาลเหล่าทัพ: โครงการแลกเปลี่ยนของ วิทยาลัยพยาบาลทหารอากาศและโรงเรียนพยาบาลเหล่าทัพ สาธารณรัฐเกาหลี

น.อ.หญิง ดร. วัชรารณ ปาโรหิตย*

บทคัดย่อ

โครงการแลกเปลี่ยนวิทยาลัยพยาบาลทหารอากาศและโรงเรียนพยาบาลเหล่าทัพสาธารณรัฐเกาหลี ได้ดำเนินมาตั้งแต่ พ.ศ. 2555 จนถึงปัจจุบัน โดยมีวัตถุประสงค์เพื่อแลกเปลี่ยนประสบการณ์การเรียนรู้ และการฝึกเพื่อให้การพยาบาลในภาวะจำลองและฉุกเฉิน โปรแกรมการฝึก 5 วัน ในปี 2557 การฝึก เน้นการฝึกในสถานการณ์จำลองอุบัติภัยทางธรรมชาติและการพยาบาลในสนามรบ วัตถุประสงค์ของการ ศึกษาเพื่อ 1) อธิบายวิธีการฝึกในสถานการณ์ภัยพิบัติ ภาวะอุบัติเหตุและฉุกเฉิน 2) อธิบายความแตกต่าง ทางวัฒนธรรมด้านการปกครองบังคับบัญชาของนักเรียนพยาบาลทหารอากาศและนักเรียนพยาบาลเหล่าทัพ และ 3) ศึกษาอุปกรณ์ที่ใช้เพื่อการฝึกทักษะ การวิจัยนี้เป็น การวิจัยเชิงคุณภาพ ตัวอย่าง เลือกแบบเจาะจง จาก นักเรียนพยาบาลทหารอากาศ 10 คน และนักเรียนพยาบาลเหล่าทัพ 10 คน การวิเคราะห์ข้อมูล ใช้ Content Analysis

ผลการวิจัย พบว่า 1) วิธีการฝึกในสถานการณ์ภัยพิบัติ ภาวะอุบัติเหตุและฉุกเฉิน ของวิทยาลัย พยาบาลเหล่าทัพคือการฝึกเสมือนเหตุการณ์จริง ส่วนการฝึกของวิทยาลัยพยาบาลทหารอากาศคือการฝึก ที่มีความเป็นพยาบาลทหารเหมือนกันกับโรงเรียนพยาบาลเหล่าทัพ ซึ่งฝึกโดยผู้เชี่ยวชาญ ฝึกคัดแยกผู้บาดเจ็บ ฝึกสถานการณ์จำลองกรณีแผ่นดินไหว การพยาบาลในสนามรบและการพยาบาลฉุกเฉิน 2) ความแตกต่าง ทางวัฒนธรรมในระบบการปกครองบังคับบัญชา ของวิทยาลัยพยาบาลเหล่าทัพคือ นักเรียนอาวุโสกว่า ฝึกหนักกว่า ส่วนของวิทยาลัยพยาบาลทหารอากาศคือ ความรักและการเคารพ สิ่งเหมือนกันคือ ความรู้สึก ภาคภูมิใจและศักดิ์ศรีของนักเรียนทั้งสองสถาบัน การสื่อสารไม่เป็นอุปสรรคเพราะมีการเตรียมการอย่างดี และ 3) อุปกรณ์การฝึกเพื่อพัฒนาทักษะทางด้านการพยาบาลทหาร ของวิทยาลัยพยาบาลเหล่าทัพคือ ความทันสมัยและความสลับซับซ้อน ส่วนของวิทยาลัยพยาบาลทหารอากาศคือการฝึกที่เน้นวัตถุประสงค์ เฉพาะด้าน

ข้อเสนอแนะ โครงการแลกเปลี่ยนของวิทยาลัยพยาบาลทหารอากาศและโรงเรียนพยาบาลเหล่าทัพ สาธารณรัฐเกาหลี เป็นโครงการที่มีความเป็นเอกลักษณ์ นักเรียนพยาบาลทหารอากาศและนักเรียนพยาบาล เหล่าทัพได้เรียนรู้ประสบการณ์ข้ามวัฒนธรรมที่เป็นประโยชน์และสามารถนำมาประยุกต์ใช้เมื่อต้องปฏิบัติงาน กับพยาบาลต่างชาติ ผู้บริหารสถาบันจึงควรสนับสนุนให้โครงการนี้ดำเนินการอย่างต่อเนื่อง

คำสำคัญ : ประสบการณ์ข้ามวัฒนธรรม โครงการแลกเปลี่ยน

* หัวหน้ากองการศึกษา วิทยาลัยพยาบาลทหารอากาศ

Air Force Student Nurses and Cadets' Cross-Cultural Experiences: The Exchange Program of Royal Thai Air Force Nursing College and Korea Armed Forces Nursing Academy, 2014.

Group Captain Watcharaporn Paorohit, Ph.D.

ABSTRACT

Exchange Program of Royal Thai Air Force Nursing College (RTAFNC) and Korea Armed Forces Nursing Academy (KAFNA) began in 2012. The program launches continuously every year. The main purpose of the program is to exchange learning experiences of how to train to be a good military nurse in insurgent and calamity circumstance. The program was 5 days training which focused on disaster and emergency nursing and cultural tour. In 2014, the exchange program emphasized on simulation of natural disaster and in the battle field which could be applied to the RTAFNC context both in theory and practice. The objectives were 1) to explain how to train when encounter disaster and emergency nursing, 2) to describe cultural differences of the Thai Air Force student nurses and KAFNA cadets, and 3) to identify training material for skill development. Qualitative study was done. Research instrument were interview and journal writing. Content analysis was used to discover significant concepts. Ten Air Force student nurses, RTAFNC and ten cadets, KAFNA were purposively selected for the samples.

The findings were as follows: 1) The strategy of training was defined as **"Training as Fighting" and "Doing the Same"**. Theories of disaster and emergency nursing were taught by expert professors. Table exercise was done to develop triage competency. Simulation of earth quake was used to train disaster nursing and simulation of wartime was used to train for emergency nursing. 2) Cultural differences in term of command and control system defined as **"Seniors do Harder than Juniors"** and **"Love and Respect"** Seniors did physical exercises harder than junior cadets where as senior AFSNs did physical exercises less than junior AFSNs. The sense of pride and discipline of cadets and AFSN were found the same. Communication is not a barrier since they were well prepared. 3) Training materials for skill development defined as **"Complicated and Modernized"** and **" Specific Purpose"**. Training materials of KAFNA were complicated and modernized whereas RTAFNC had less training materials but for a specific purpose of training. Exchange Program of RTAFNC and KAFNA was a unique program. Cadets and AFSN were satisfied with the program because they gained precious experiences of military training and cultural differences. This program should be continued and supported by the leaders of the two institutions.

Keywords : cross-cultural experiences: the Exchange Program

Background of the Study

First Asia Pacific Military Nursing Exchange (APMNE) was held in Hawaii, 2007. The main purposes of the conference were to strengthen military nursing knowledge and relationship among USA and ASEAN nations. There were 5 nations; United States of America, Republic of Korea, Thailand, Vietnam and the Philippines in the first APMNE. All distinguished participants were from Asia Pacific region and agreed to exchange knowledge and experiences from their countries. Many military nursing issues were presented and shared among distinguished participants. Disaster nursing, humanitarian assistance and disaster relief, infectious control, psychological care and combat fatigue as well as evidence based practice were stated. The exchange program brought into fruitful outcomes of military nursing knowledge and practice (United States Nurse Corps, 2013)

Years later (2008-2013), the exchange program was held by Vietnam, Republic of Korea (ROK), the Philippines, Thailand, Sri Lanka and Hawaii, respectively. Head of the delegations from each nation had a chance to meet each other and talked about topics of interest. Even though many nations participated in the exchange program and had different interests, the two nations had the same interests of exchange program for nursing officers and cadets. In the year 2010, head of the delegate from ROK, Brigadier General Haekyong Shin, Superintendent of Armed Forces Nursing Academy (KAFNA), mentioned on exchange program between Royal Thai Air Force Nursing College (RTAFNC), Thailand and Korea Armed Forces Nursing Academy (KAFNA). At that time head of the delegate from Thailand, Group Captain Supit Prasopsil was the Director of the Royal Thai Air Force Nursing College. Since Republic of Korea and Thailand have military nursing academy in the armed forces to produce military nurses as nursing officers to serve for the nations, head of the delegations of the two nations discussed about the possibility of the exchange program. The two institutions kept working on the process of exchange program until the year 2011, the exchange program was approved and began.

In the year 2012, the invitation letter from KAFNA was sent to RTAFNC and invited 6 nursing officers and 4 cadets from Royal Thai Army Nursing College, Royal Thai Navy College of Nursing, and Royal Thai Air Force Nursing College to share academic experiences of disaster and emergency nursing training and cultural experiences. The same year 19-25 August, 4 nursing officers and 5 cadets from AFNA were invited to visit RTAFNC to continue exchange program and strengthen the relationship of the two institutions. Disaster and emergency nursing training and military nursing training were launched among the KAFNA cadets and the Air Force Student (AFSN). Medical supply and medical equipment were prepared for training exercise. Disaster and emergency nursing skill set were successfully prepared.

In 2013, 2 nursing officers and 5 KAFNA cadets were invited to RTAFNC to participate in teaching and learning process. KAFNA cadets participated in military training exercise and learning in class along with AFSNs for five days. In October 8-13 , 2013, two nursing officers and 4 AFSNs were invited to join disaster and emergency nursing training again. The difference from previous years Was honorable festival called “ WHONWHA ”.

In 2014, 19-26 July, two nursing officers and 8 AFSNs participated in disaster and emergency nursing training in KAFNA, Daegeon. This round of the exchange program of training were filled with 5 days of training by simulation, classroom lecture, table exercise which focus on disaster and emergency nursing and field training in wartime. All training exercises were tough and intensive. Nursing officers and AFSNs had to prepare themselves to encounter unexpected circumstances

During the exchange program, AFSNs and cadets felt very excited to learn about the cultural differences from each others. They came up with the question of why some of their believes were the same and why some were different, why they reacted differently even though they were military nursing academy. These circumstances inspired the researcher to conduct this research.

Objective of the study

To explore learning experiences of the KAFNA cadets, and RTAFNC student nurses in relation to the cross cultural experience of exchange program.

Research question

How did the KAFNA cadets and RTAF student nurses perceive of learning experiences and the cultural difference from the exchange program?

Scope of the study

This study was conducted between the two nursing academy of KAFNA and RTAFNC after their exchange program 2012-2014.

Definition

Cross-Cultural experiences is referred to human communities have a variety of practices, social roles, norms and expressions that exhibit various sorts of internal coherence as well as cleavages within communities. This study focused on the strategy of training, Cultural differences and training material.

Significant of the study

This study would provide a descriptive knowledge and understanding the experiences gained from AFSN and cadets during the exchange program (2013-2014). This knowledge could be guided in a direction for the development of teaching and learning process to strengthen military nursing science and professional nursing.

Method

Study and Sample

Qualitative research was carried out.

Sample size

Sandelowski (1995) point out that the term sample size in qualitative design refers to the number of persons, the number of interviews, observations and events sampled. It has been suggested that if the number in the sample is too large, it is difficult to claim that a researcher has complete a detail analysis of the data. In this study the sample size composed of 10 KAFNA cadets and 10 RTAFNC student nurses.

Sampling procedure

Purposive sampling was used to identify and select potential participant for this study. The researcher discussed with the KAFNA professors and RTAF nurse instructors the choice of participants who could provide detail of their exchange experiences. Yin (1994) indicates that the most important factor in sampling is how to select cases that can provide similar or contrasting results. In addition, purposive sampling is one of the most commonly used techniques for in-depth studies, due to the fact that most qualitative researchers value the deep understanding gain from information –rich cases, as the permits an appropriate range of factors to be investigated Sandelowski (1995), Van Manen (1990), Rossman & Ralllis (1998).

Ethical considerations

The ethical considerations are some of the most important aspects in many human study of this nature and especially when seeking to understand experiences. Permission to use questionnaire developed by researcher was sought and informed consent was given to all participants.

Research instrument

Structure interview were used to collect data about learning experiences during the exchange program. This study is also used journal writing to collect data which sought to understand learning experiences.

Data collection

Data were gathered at AFNA and RTAFNC after receiving permission by informed consent from to collect data, using in-depth interview to reflect on their experiences and journal writing to tract on diversity of learning experiences.

Qualitative Data analysis

A variety of technique exist for qualitative data analysis. The use of each technique depends on the objective of the research and the experience of the investigator (Strauss, 1987). In this study, content analysis was chosen to analyze the transcript of the in-depth interviews and is a valuable and practical approach to analyze social – psychological attitudes, events, and feelings which are intangible (Berg, 1998) . Content analysis can be used to capture personal or private topics which respondents may feel more comfortable to talk about rather than to write down in an impersonal questionnaire (Berg, 1998; Creswell, 1998; Huber & Mathy, 2002).

1. Read and reread to develop a code.
2. Open coding leading to the development of a coding frame.
3. Analysis of data using the coding frame
4. Constant comparative each phrase
5. Develop meaningful data to categories
6. Develop category to theme.

Results of the study

Fourteen KAFNA cadets and fourteen RTAFNC student nurses were recruited to join this study, and all were interviewed and asked for journal writing.

Research finding:

1. The strategy of training

The ten AFSNs defined Strategy of training of KAFNA cadets as “**Training as Fighting**”. Disaster and emergency nursing theories were taught 9 credits by

expert professors. Table exercise was done to develop triage competency within a day. Simulation of earth quake was used for the KAFNA cadets to train. Before wartime scenario began, cadets were brief how to prepare themselves to deal with wartime. They were trained through Intensive Readiness Training (field nursing) and Maritime Nursing in the full-scale simulated settings using field hospitals and battle ships in order to prepare themselves as prospective nurse officers. Their clinical training takes place both in the simulation lab and military and civilian clinical settings. They take classes of Disaster/Emergency nursing and Flight Nursing during the summer session as part of military training.

“They are very tough and eager to be trained in disaster and emergency nursing. They are very serious when they are in the simulation. Seemed like they are trained in the real battle field”

“Table top exercise is very challenge, of course, it gave the brain exercise of how to deal with chaos and calamity as well as insurgency. One thing is table top exercise help them to feel like they are in the real emergency circumstance”

The ten cadets defined Strategy of training of RTAFNC as “**Doing the Same**”. The credits of military nursing science of KAFNA are more than RTAFNC. Moreover, KAFNA Bachelor Degree of Nursing Science program emphasizes on preparing military nurses serve for the military personnel.

“Even though Thai and Korea are different in culture and geographically distant, I found a common trait between us: we will be nursing officers of the military and work for the improvement of disaster preparedness. It was a good opportunity to observe their classes and practicing environment because we have same major, in nursing.”

“The class went along smoothly because the drill instructor was thoughtful and considerate and the students actively participated in class”.

2. Cultural differences

The ten AFSNs expressed cultural differences of command and control inside KAFNA and defined the term of command and control system as **“Seniors do Harder than Juniors”**. senior Cadets (class 4) were very strict to the discipline and regulation. All were prepared to be the leadership of the units. The important thing that the KAFNA cadets set prioritize was to increase their physical fitness. They also did physical exercises harder than junior cadets where as senior AFSNs did physical exercises less than junior AFSNs. The sense of pride and discipline of cadets were very strong. Cadets paid respect to senior cadets, higher rank officers and professors very rigidly. To be on time, salute, and put on a hat are very conscientiously. While training exercise, talking is not allowed, if not obey, the cadets will be punished and the situation must be over”

“Senior cadets run more than junior cadets. Like today they woke up early in the morning, they ran about 8 mile longer than junior cadets”

“Senior cadets are very strict to the rule and regulation. They always do the right thing in order to be a role model for junior cadets.”

The ten cadets defined the term of command and control system during their staying at the RTAFNC. They experienced the students’ life at RTAFNC indirectly and directly as **“ Love and Respect”**

“The students of RTAF NC have breakfast together after morning roll call, pray together before meal, and finish their meal together. I witnessed there was a clear hierarchy of ranks but, at the same time, I saw love and respect among them”

“I think that their lives are based on gratitude, self-esteem, and well-established identity as a Thai citizen”

The ten AFSNs explained about food and eating habits as **“More Vegetable Less Meat”**. Korean people like to eat vegetable than meat. Every meal is filled with vegetable. They still eat chicken, pork, and fish but less than vegetable. The difference from Thai is they drink less water during the meal while AFSNs drink

a lot more. KAFNA sets prioritize for the cadets' meal, since the cadets are on the physical development period. Eating style is low salt diet and less sugar. Every day morning the cadets are served with fresh milk and fruit.

"I am very pleased with the meal, because it is tasty and nutritious. Every day they have fresh milk to drink and I think food are well-prepared"

"Since I arrived, I observed that every meal is served with vegetable, I seldom see red meat, but still find some fried chicken. Its taste is not too salty and too sweet"

The ten cadets explained about food and eating habits as **"Tasty Food"**. All of the cadets made plan for many kinds of Thai food to be eaten when they were in RTAFNC.

"I like Thai food very much. It's tasty and delicious. I plan to have a great dish of Pad-Thai. I also plan to eat fried muscle. Finally, I did. It's very tasty, each bite is crispy. I love it."

3. Training materials

The ten AFSNs depicted teaching material for skill developments of cadets as **"Complicated and Modernized"** Teaching material of KAFNA could illustrate human body and internal organs naturally. It also used for practice invasive nursing procedure such as intravenous transfusion, injection, thoracocentesis and intubation. There are about 10 simulation rooms which each room has a specific purpose for skill training. Besides, all of the simulation rooms are designed to one way mirror. The purposes of one way mirror rooms are to observe nursing procedure and feedback and adjust simulation according to the objective of training exercise.

"Wow !!!! The training materials are superb. Model can talk and respond to nursing care, if we have one like this, it would be good"

"Learning materials of KAFNA are vey modernize and complicate. Many of the model can talk and change the conditions according to the quality of nursing care and nurses' decision making during the crisis situation"

The ten cadets depicted teaching material for skill developments of AFSNs as **“Specific Purpose”**

“I think that the main advantage of the Thai system is that each nursing academy develop more specialized nursing officers based on the features of their branch with a specific training material”

Discussion

Exchange Program of RTAFNC and KAFNA was a unique program. Cadets and AFSNs were satisfied with the program because they gained precious experiences of military nursing science. If the program continues and the students keep in touch with each other they can share and learn academic knowledge. They can learn about cultural awareness. Cultural competence begins with cultural awareness (Rew, Becke, Chontichachalalauk, & Lee, 2014). It can help student understand people’s behaviors and believes. The research findings reflect diversity and promote cultural competency for military nurses which support the research finding of Kaddoura, Puri, & Dominick (2014). This exchange program is an active teaching-learning approach program which support Kaddoura, Puri, & Dominick (2014) who stated that exchange program is a learning approach to engage students in meaningful hands-on activities to serve community-based needs. Songwattana (2014) stated that communication takes effect on an understanding of learning experiences of the students, communication among cadets and the students are not barrier because they are well prepared in English. White (2004) stated that elements and relationships that individuals or communities have in common are shared in a variety of ways. Some, such as the more intensive patterns of interaction that derive from common residence, joint experience, and discourse in a common language or system of signs, are relatively well bounded. The cadets and AFSNs expressed their feelings and their experiences that they have a strong bond and close relationship and learn the differences among them . The relationship building occurred when the cadets and the students met by the exchange program which support the finding

of the study on Cross-cultural Learning and International Collaboration: Evaluation of a Study Tour to Thailand (Allen, Sitthimongkol, Kent, Sriyuktasuth, Sujijantararat, & Green, 2012)

Suggestions

The exchange program of Royal Thai Air Force Nursing College and Korea Armed Forces Nursing Academy provided valuable experiences of the AFSNs and cadets. Close relationship were built, knowledge of military nursing sciences were shared, cross- cultural learning was enhanced. Most of the participants expressed their opinions to keep working on the program continuously, since the results of the program were benefits for both institutions.

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