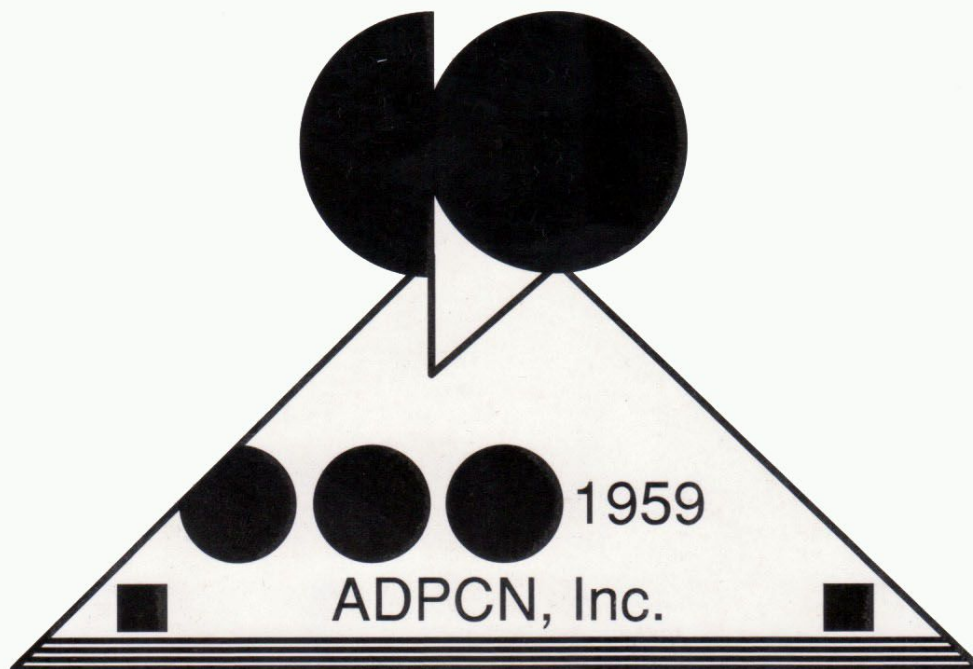


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## Concept Mapping versus Traditional Teaching in Developing Higher Order Thinking Skills on Selected Topics on Oncology Nursing

Gabriel Aliado, RN, Jasmine Parreñas, RN, Aubrey Tabucan, RN,  
Jolina Transfiguracion, RN, and Estella Garcia, MAN, EdD  
San Juan de Dios Educational Foundation Institute

### ABSTRACT

Concept mapping is an educational tool used to diagram relationships among concepts. This idea of concept mapping used in nursing educational settings can help foster critical thinking skills by showing students connections between ideas or concepts they are currently studying (Chabeli, 2010). The purpose of this study was to determine the effectiveness of concept mapping as an educational tool in developing higher order thinking skills in undergraduate nursing students; specifically, skills on analyzing, evaluating and creating capability. A quasi-experimental pre-and post-test design with a control group to compare the effects of concept mapping was utilized. The participants for the study were 26 nursing students from San Juan de Dios Educational Foundation Inc. College. For ethical considerations, confidentiality of data, anonymity of subjects included in this study, and data gathered used only for research purposes were observed. Informed consent was also obtained. In the presentation of data gathered, the researchers used t-test to determine the difference between the study and the control group. Significant difference was found between post- test scores of the control and study groups in terms of "analyzing and evaluating" level of Blooms taxonomy, but not on "creating" level. It was concluded that the use of concept mapping as a metacognitive intervention is effective in helping students develop critical thinking skills. It is recommended that a longitudinal study be conducted to determine the long-term effects of concept mapping and the time for students to master the method of concept mapping.

**Keywords:** *Concept mapping, Traditional teaching, Higher order thinking skills, Oncology nursing*

### INTRODUCTION

Nursing educators have acknowledged the need for alternative teaching and learning strategies other than the traditional lecture discussion that will enable students to retain vast amounts of information, integrate thinking skills and solve a range of complex problems (Bastable, 2008). In the clinical area, student nurses sometimes experienced difficulty in organizing information and linking patient problems with laboratory findings and treatments. Also, a requirement for a student nurse is to create/design nursing care plan to help them in understanding the patient disease process

Cancer is one of the most complex diseases that is challenging for a student in strengthening clinical reasoning skills. Particularly, in organizing information gathered on patient's problems and interventions. Thus, it is important that students build upon prior learned concepts or knowledge. Educators need to employ methods whereby students learn concepts in a meaningful way and develop the skills necessary to enable them to continue to acquire knowledge (August-Brady, 2005).

Concept maps encourage students to develop the ability to organize, relate, and process information in the clinical setting, helping them to learn to think critically and problem-solve. In comparison, nursing care plans have long



## Development of an e-Learning Readiness Assessment Tool and Correlation of the Factors with the Profiles of Nursing Students

Elmer D. Bondoc, RN, PhD<sup>1</sup>, Renato C. Galvan Jr., MD<sup>2</sup>, Albert D. Figueroa Jr., RN<sup>3</sup> and Mary Angelica P. Bagaoisan, RN, MAN<sup>4</sup>

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### ABSTRACT

The convergence of education and use of technology had inadvertently created ripples of change in the landscape of traditional teaching-learning interface between the professor and the learners. The use of e-learning became more indispensable in most higher education institutions. While a number of studies have tried to assess readiness to e-learning using self-efficacy and environmental readiness, none have utilized a tool that specifically addresses nursing students' perception of their own readiness to take on the new teaching modality, hence the need to develop an e-Learning Readiness Assessment Tool (eLRAT) using exploratory factorial analysis. There were a total of 18 statements, equally divided to two factors, namely, Positive and Negative perceptions, that emerged after factorial analysis. The instrument was subjected to content validity testing that yielded an *i*-CVI score of 1.00 and *s*-CVI score of 1.00; it was further tested for internal consistency using *Cronbach's alpha* coefficient, *Spearman-Brown Coefficient*, *Guttman Split-Half Coefficient* and *Guttman Lambda Coefficient (L1)* with a score of 0.779, 0.801, 0.798 and 0.736, accordingly, specifying the statements' fittingness in building the constructs, as represented by the perceptions. The tool eLRAT was utilized by 309 nursing students that revealed most of them (148 or 48%) are averagely ready to use e-learning as a tool in the learning environment. Age has been highly correlated with nursing students' readiness for e-learning as a teaching

scale individual's keenness, inclination and enthusiasm in using e-Learning as a modality for teaching.

**Keywords:** *eLRAT, Positive perceptions, Negative perceptions*

### INTRODUCTION

The modern age brings promise of immense advancements that the world sorely needs to maintain balance with its staggering dynamic nature. The inherent adaptation to the changing course is a must to keep afloat of what should be hoped to achieve, which is progress. In accords to this, modern man has seen the great value imposed on the use of technology in the typical works of individuals, a product of the aforesaid advancements, a tool to provide an aid to its user for the benefit of his cause. However, the success of the technological aid has an identified dependence on the readiness of the individual or groups of individual that wished to abide with the modern demands. It is of paramount importance that this may be established before the integration of such change.

Contemporary nursing practice is faced with many challenges within the dynamic state of health care. In addition, nurses today are challenged by the transformation that accompanies advancements. The nursing discipline is a dynamic profession that has transcended from theory, to research and contemporarily, to evidence-based paradigm. From its unorganized and



## Level of Satisfaction of Postpartum Clients on Nursing Care

Minerva C. Estenzo, RN, Melodei P. Lape, Alan A. Dolalas, RN MN and  
Cyrille Y. Panimdim, RN, MN

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### ABSTRACT

The study determined the level of satisfaction on nursing care of postpartum clients from the Obstetrical ward who had a normal in delivery in one of the government hospitals under Department of Health in Cebu. Improved maternal health is one of the eight Millennium Development Goals (MDGs) adopted by the international community at the United Nations Millennium Summit in 2000. The policy brief on Philippine MDGs reveals that there are some serious lags in achieving targets for MDGs by the year 2015 in reducing maternal mortality and ensuring universal access to reproductive health services (DOH, 2012). A descriptive research study was done with 30 random clients admitted at the Obstetrical ward. The researcher used Jipi's Postnatal Satisfaction with Nursing Care Questionnaire (JPSNQ) with a four-point Likert scale with the following description: fully satisfied (4), moderately satisfied (3), partially satisfied (2), and not satisfied (1). The result shows that clients located at the obstetrical ward in a public institution, is fully satisfied in nursing care rendered ( $M = 3.76$ ,  $SD = 0.77$ ). Among the six areas assessed, Orientation got the lowest rate ( $M = 3.53$ ,  $SD = 0.09$ ), which includes: orientation to toilet, bathroom and washing area, visiting hours for family and doctors, orientation to health team members and giving warm welcome on admission. Client satisfaction was seen to be influenced by the characteristics of the health care provider and how they were managed during their hospital stay and the available facilities in the hospital that can be utilized in rendering services. This is supported by the Donabedian Model, which focuses on the examining of health

services and evaluating quality of care. According to the model, information about a quality care can be drawn from these three categories; structure (e.g. environment, resources), process (e.g. interaction, approach and care rendered) and outcomes (satisfaction provided in care).

**Keywords:** *Level of satisfaction, Nursing care, Postpartum clients*

### INTRODUCTION

Patient satisfaction has become an outcome indicator of quality and efficiency for health care system. It can be defined through diverse evaluation of different aspects in health care, which are determined by individual's expectations, attitudes and comparison process. Maternity satisfaction in particular, includes good relationship with the team care provider, good maternal outcome, availability of supportive facilities and psychological, physical and social ability to receive care. Women with childbirth care show that the quality of interaction between health care provider and women in labor, particularly regarding emotional support, communication skills, provision of proper information and participation in the decision-making process are strong and consistent predictors of childbirth care satisfaction (D' Orsi, Brüggemann, Simone, et.al 2014) and it covered all dimensions of care across structure, process, and outcome (Srivastava, Avan, Rajbangshi & Bhattacharyya, 2015). Furthermore, women believe that they need to be understood by professionals, from whom they rely on empathy and



## Knowledge and Practices of Caregivers on Acute Respiratory Infection in Children

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### ABSTRACT

Acute respiratory infections (ARI) continue to be the most important cause of infant and young children mortality. Efforts by local, national and international health organizations had been increasing in the hope of reducing child morbidity and mortality arising from ARI. Notwithstanding these interventions, ARI remains to be a big concern. One problem is that there are prevailing misconceptions on the causes of the disease as well as its treatment. In addition, barriers to care seeking for ARI have likewise been documented. Given the above, the importance of education in understanding the disease has been highlighted. This research determined the knowledge and practices of caregivers regarding ARI in children in terms of the disease, its prevention and management. The significant difference in their knowledge and practices according to their profile was determined, as well as the reasons and influencing factors to their knowledge and practices on ARI. A descriptive exploratory design was utilized. Using openepi.com, the sample size was 264 based on the population of qualified respondents as seen on records of the rural health center. Data gathering was done in the rural health center and day care centers of barangays included. Respondents were the family members of the community exposure areas of the School of Nursing. A self-made questionnaire was utilized to gather data after establishing its validity (0.89). A focus group discussion was also done to enhance data analysis and interpretation, as well as to confirm data gathered using the questionnaire. The frequency and percentage distribution as well as chi-square statistics was used. Majority of the

1-2 children, aging between 20-29 years old, housewives, attained high school education, and belonging to a nuclear family. As to knowledge, most respondents answered "yes" to the items about the ARI as a disease, its prevention and management. As to practice on prevention and management, the respondents mostly had "yes" as their answers. Reasons for the preventive practices are centered on the prevention of infection, maintenance of cleanliness, protection from sickness, and strengthened immune system. Seeking consultation from health providers for early diagnosis and for appropriate medications. Respiratory etiquette is practiced so as not to transfer microorganisms to other people. Prevention of exposure to sick people and contamination are highlighted in their answers. Management practice reasons include early treatment and avoidance of complications. Traditional and culture based therapies are still practiced in prevention and management of ARI. Knowledge and practices on ARI of the respondents were influenced by their parents, health care providers, and by their attendance to seminars and readings. It is therefore recommended that information about ARI be extensively done using culture based approaches such as the use of the teaching module developed based on the results of the study.

**Keywords:** Knowledge, Practices, Acute Respiratory Infection in children, Caregiver

### INTRODUCTION

Acute respiratory infections (ARI) continue to be the leading cause of acute illnesses worldwide and the most



## Perceived Work Climate, Career Success, and Career Intentions of Filipino Nurse Migrants through a Correlational Study

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### ABSTRACT

Despite the constant demand for Filipino nurses abroad, an influx of returning migrants among nurses has been observed in the recent years. This study determined the Filipino nurse migrants' perceived work climate, career success and career intentions and the associations between these concepts. The study utilized descriptive-correlational design and involved Filipino nurses ( $n=107$ ) who worked abroad and returned to the Philippines for good to practice their profession via referrals from colleges and institutions in Metro Manila and Northern Luzon. Results showed that the area of practice can be a determinant of nurse's career success rating ( $r_{pb}=0.289^*$ ,  $p=0.003$ ) and work climate rating ( $r_{pb}=0.374^*$ ,  $p=0.000$ ), which suggest the preference to work in an academic setting rather than the clinical setting. It also emerged that work climate is tantamount to one's appraisal of success in career ( $r=0.743^*$ ,  $p=0.000$ ), and that the work climate ( $r=-0.483^*$ ,  $p=0.000$ ) and success in career ( $r=-0.594^*$ ,  $p=0.000$ ) are inversely proportional to their intention to leave the job. The study addressed the issues concerning the lack of available resources about the working conditions of Filipino nurse migrants. The results can be used in the improvement of the working environment, advocates in their pursuit of nursing excellence and researchers for the continuity of knowledge in the particular field.

**Keywords:** Work climate, success, career, nurse, Overseas Filipino Workers, job satisfaction

### INTRODUCTION

The continuous demand for Filipino nurses in the international community has received considerable attention over the years (Dimaya, McEwen, Curry & Bradley, 2012; Evans & Tulaney, 2011; Quisumbing & McNiven, 2010; McKay, 2010; Yeoh, Huang & Lam, 2005). It is generally accepted that health care graduates, particularly the nurses, from the Philippines are trained and educated with primary aim of eventually migrating to other countries to work (Go, International Labour Office & International Labour Organisation, 2012). In fact, many scholars revealed that Filipino nurse immigrants in various first world nations have embraced 'a culture of migration' (Ronquillo, Boschma, Wong & Quiney, 2011).

Despite this constant demand, however, an influx of returning migrants among nurses has been observed in the recent years (Haour-Knipe & Davies, 2008). It was estimated that 3.5 to 4.5 million Overseas Filipino Workers (OFWs) have permanently returned to the Philippines (International Organization for Migration, 2013). Unfortunately, these numbers represent the entirety of OFWs and the Philippine government has yet to institute a mechanism of monitoring return among nurses. Hence, additional studies concerning the working conditions of Filipino migrants in the context of the nursing profession are needed.

This study described the work climate in the Philippines, career success and career intentions of the nurse