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**UTILIZING NURSING INNOVATIVE TEACHING MODEL FOR  
FOUR-YEAR NURSING STUDENTS IN THE BACHELOR OF NURSING  
PROGRAM ON THE SUCCESSFUL NURSING INNOVATION  
DEVELOPMENT**

**Abstract:**

The purposes of this descriptive research were to design a course for the promotion of innovative thinking skills on the part of bachelor nursing students during their final year of study, to evaluate students' successful nursing innovation development, as well as to identify the problems and obstacles that the students experienced, and to obtain suggestions from them. The participants of the research included eighty-three undergraduate nursing students in the Faculty of Nursing in Thammasat University, Thailand. Regarding the curriculum courses, the students that participated in the research were enrolled in the Practicum in Nursing Administration course, which is reserved for graduating, fourth-year undergraduate nursing students. In order to prepare the students and to orient their expectations regarding the assignments concerning the innovative development project, the author designed an outline for the teaching and learning strategies entitled Nursing Innovative Teaching Model. This model was designed to promote the innovative thinking skills on the nursing students.

The eighty-three undergraduate nursing students enrolled in this course were divided into two groups (41 students and 42 students). The groups alternated in their instructional settings. One group began in the clinical setting, while the second group completed other coursework. The first group of forty-one students began in the clinical setting for 6 weeks. After the first 6 weeks, the groups were rotated. The students in both groups chose the clinical settings where they were most interested in working after graduation and were assigned to create the nursing innovation projects.

In each group were divided into thirteen small groups (3-4 students for each small group) to work in thirteen clinical settings.

The results of this study revealed that Nursing Innovation Teaching Model was successful on several fronts. In terms of innovative thinking and level of achievement, Nursing Innovative Program contributed twenty-six prototypes of nursing inventions, which were developed and produced by the student in both groups. Most of the students were highly satisfied with the teaching model, and most of them had positive attitudes toward the innovative projects that promoted innovative thinking skills.

The results showed that Nursing Innovative Teaching Model should be applied to promote innovative thinking skills on the nursing students.

**Keywords:**

Innovative Thinking , Nursing Education

**JEL Classification:** I23