



APPENDICES

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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Appendix A

List of the Experts

Phase 1 Factor Analysis of Health Promotion Leadership.

The experts in select variables of Health Promotion Leadership

1. Mrs. Boonsri Pantip Advanced Practice Nurses (APN) in Community Nursing at Sirimuklajan Tambon Health Promoting Hospital, Chiang Mai.
2. Mrs. Ratirose Baupert Advanced Practice Nurses (APN) in Community Nursing at Bandongkum Tambon Health Promoting Hospital, Chiang Mai.
3. Dr. Roshinee Oupra Instructor in Boromarajonani College of Nursing, Chiang Mai.
4. Mrs. Supang Kritsaaum Head of Department of Family Medicine and Primary Care in Sobprab Hospital, Lampang.
5. Mrs. Amporn Pingchai Professional Nurse of Family Medicine in Maeta Hospital, Lampoon.

The experts in quality measurement of tools.

1. Dr. Patana Naktong Instructor in Boromarajonani College of Nursing Lampang.
2. Asst. Prof. Dr. Waraporn Boonchieng Faculty of Nursing, Chiang Mai University.
3. Dr. Wantanee Chawapong Chiangmai provincial Public Health Office.
4. Dr. Suwattana Kumsuk Instructor in Boromarajonani College of Nursing Lampang.

5. Assist. Prof. Dr. Apichad Mekbungwan Faculty of Education, Chiang Mai University.

Phase 2 The creative and development of the model for the development of health promotion leadership.

The experts in quality measurement of tools.

1. Assoc. Prof. Dr. Kaitsuda Srisuk Chairman of the Graduate Program, Academic Research and Education, Faculty of Education, Chiang Mai University
2. Dr. Pratana Govittayangkull Faculty of Education, Chiang Mai University
3. Dr. Uraiwan Hanwong Faculty of Education, Chiang Mai University

The expert who evaluated of Model for Health Promotion Leadership Development

1. Dr. Chusin Silaphatkul Department of Family Medicine in Saraphi Hospital, Chiang Mai.
2. Dr. Songyot Khamchai Chiangmai provincial Public Health Office.
3. Miss. Prakaykaew Tanasuwan Deputy Director in Boromarajonani College of Nursing, Chiang Mai.
4. Assist. Pornpun Subpaiboongid Faculty of Nursing, Chiang Mai University.
5. Assist. Prof. Dr. Yuwayong Juntarawijit Faculty of Nursing, Naresuan University.
6. Assoc. Prof. Dr. Ramoul Nuntsupawat Faculty of Nursing, Chiang Mai University.
7. Mrs. Waraporn Wanchaitanawong Director of Boromarajonani College of Nursing, Chiang Mai

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| 8. Professor Dr. Anurak Panyanuwat | Director of UNISERV Chiang Mai University. |
| 9. Asst.Prof.Dr.Ampha Boochaoy | Vice President for Academic and International Affairs, Pattani Campus. |

Phase 3 The study on the result of implementation of the model for the development of health promotion leadership.

The experts in manual development

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|------------------------------|---|
| 1. Mrs. Chalinee Pattarapong | Department of Family Medicine in Saraphi Hospital, Chiang Mai. |
| 2. Mrs. Warunee Inongkran | Instructor in Boromarajonani College of Nursing, Chiang Mai. |
| 3. Mrs. Apivan Kaewwanarat | Deputy Director in Boromarajonani College of Nursing, Chiang Mai. |

The experts in quality measurement of tools.

- | | |
|------------------------------|---|
| 1. Miss. Chayanisa Kethmatus | Instructor in Boromarajonani College of Nursing, Chiang Mai. |
| 2. Mrs. Chutinan khantayot | Advanced Practice Nurses (APN) in Community Nursing at Nanoi Hospital, Nan. |
| 3. Miss. Aranya Namwong | Instructor in Boromarajonani College of Nursing, Phayoa. |

The speakers in development health promotion leadership.

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|-----------------------------|--|
| 1. Miss. Kittima Peekaw | Ph.D. Student in Research and Development in Education, Faculty of Education, Chiang Mai University. |
| 2. Mrs. Thanatnaree Sarobon | Instructor in Boromarajonani College of Nursing, Chiang Mai. |

3. Mr. Nirun Pantip Health Division Director in Hod Municipality, Chiang Mai.
4. Mrs. Boonsri Pantip Advanced Practice Nurses (APN) in Community Nursing at Sirimuklajan Tambon Health Promoting Hospital, Chiang Mai.
5. Mrs. Panatda Chaima Head of Health Promotion Department in Saraphi Hospital, Chiang Mai.
6. Dr. Paitoon Aunban Family Medicine in Hod Hospital, Chiang Mai.

Appendix B

Example of Research Tools

Questionnaire of Health Promotion Leadership

Part 1 Demographic Data

Indication: Please consider these following questions and check the sign √ inside ☐

1.1 Sex ☐ Male ☐ Female

1.2 Age ☐ 20 – 30 years old ☐ 31 – 40 years old

☐ 41 – 50 year old ☐ 51 – 60 year old

1.3 Position ☐ Nurse ☐ Nurse Instructor

1.4 Highest Degree

☐ Bachelor Degree ☐ Master's Degree

☐ Doctorate

1.5 Address of Workplace

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1.6 Telephone Number / e-mail address

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Part 2 Questionnaire about the health promotion leadership.

Indication: Please consider the following questions if they are correlated with nurse. Please check the \checkmark sign in the box that corresponds to situation the most. The interpretation criteria as the followings;

- 5 refer to the statement is significant for nurse at the “highest” level
- 4 refer to the statement is significant for nurse at the “high” level
- 3 refer to the statement is significant for nurse at the “moderate” level
- 2 refer to the statement is significant for nurse at the “rather low” level
- 1 refer to the statement is significant for nurse at the “low” level

| Number | Performance Criteria | Level of Comment | | | | | Note |
|--------|---|------------------|---|---|---|---|------|
| | | 5 | 4 | 3 | 2 | 1 | |
| | 1. Idealized Influence | | | | | | |
| | Moral | | | | | | |
| 1 | Recognizing the importance of the rights of individuals. | | | | | | |
| 2 | Respect the worth and dignity of human beings | | | | | | |
| 3 | Responsibility for their actions. | | | | | | |
| 4 | Discipline. | | | | | | |
| 5 | Honest | | | | | | |
| 6 | Follow professional ethics. | | | | | | |
| 7 | A good example to others and to sustain their operations. | | | | | | |
| 8 | Help people get to know and understand their rights | | | | | | |

| Number | Performance Criteria | Level of Comment | | | | | Note |
|--------|---|------------------|---|---|---|---|------|
| | | 5 | 4 | 3 | 2 | 1 | |
| | Knowledge | | | | | | |
| 9 | Knowledge and understanding of the essence of nursing science. | | | | | | |
| 10 | Knowledge and understanding of the essence of the nursing process and its use in health promotion service | | | | | | |
| 11 | Knowledge and understanding of the essence of the process of acquiring knowledge. Knowledge management | | | | | | |
| 12 | Knowledge and understanding about health promotion and able to health promotion service. | | | | | | |
| 13 | Able to use of local knowledge for health promotion | | | | | | |
| 14 | Diagnostic evaluation of risk factors. Planning and health promotion. | | | | | | |
| 15 | Knowledge and understanding of key information technologies in the field of health promotion | | | | | | |
| | Personality | | | | | | |
| 16 | Reliable personality | | | | | | |
| 17 | Creative thinking and Critical thinking | | | | | | |
| 18 | The emotional maturity | | | | | | |
| 19 | Healthy behaviors and present of reducing the healthy risk factor | | | | | | |
| 20 | Show willingness and eager to serve | | | | | | |

| Number | Performance Criteria | Level of Comment | | | | | Note |
|--------|---|------------------|---|---|---|---|------|
| | | 5 | 4 | 3 | 2 | 1 | |
| 21 | Awareness of the rights and duties in the profession | | | | | | |
| 22 | Can behave appropriately in providing health care to individuals | | | | | | |
| | 2. Inspiration motivation | | | | | | |
| 23 | Strategies implemented in the community. To build a strong community. | | | | | | |
| 24 | The empowerment process for health promotion participatory | | | | | | |
| 25 | The ability to coordinate with health team, the organized and community for health promotion activities operation | | | | | | |
| 26 | Able to produce the community for health promotion leadership | | | | | | |
| 27 | Able to give reasonably to convince others | | | | | | |
| 28 | Reinforcement to motivate and create a good atmosphere in their work. | | | | | | |
| | 3. Intellectual Stimulation | | | | | | |
| 29 | To stimulate public awareness of the issues that affect health. | | | | | | |
| 30 | According to the new ways to solve problems. | | | | | | |
| 31 | To confidential the public for problem solving and set goal for promote community health. | | | | | | |

| Number | Performance Criteria | Level of Comment | | | | | Note |
|--------|--|------------------|---|---|---|---|------|
| | | 5 | 4 | 3 | 2 | 1 | |
| 32 | The public is encouraged to think and reason. And criticism of his ideas. | | | | | | |
| 33 | People feel that the problem is a challenge and an opportunity to solve common problems. | | | | | | |
| 34 | To encourage community participation in health promotion for the physical, cultural, social and ecological harmony with the community. | | | | | | |
| 35 | Stimulate people to life and health care | | | | | | |
| 37 | Train the self-care depend on individual potential | | | | | | |
| 38 | Be encouraged to assess community problems and needs. Participation in the planning and implementation of health problems | | | | | | |
| 39 | Encourage community participation in the control of the supervision and evaluation of health promotion practices. | | | | | | |
| 40 | Produce awareness to community and local government for participate in health promotion by individual consideration | | | | | | |
| 41 | Encourage communities to mobilize resources that can be different to health. | | | | | | |
| 42 | Help people access their health information. | | | | | | |
| 43 | Promote research based for health problem solving by individualized. | | | | | | |

| Number | Performance Criteria | Level of Comment | | | | | Note |
|--------|--|------------------|---|---|---|---|------|
| | | 5 | 4 | 3 | 2 | 1 | |
| 44 | Create the health promotion project on family, group of persons and community based. | | | | | | |
| | 4. Individual Consideration | | | | | | |
| 45 | Encourage, promote and develop the individual experience as suitable. | | | | | | |
| 46 | Individual counseling and participate on self-health problem solving. | | | | | | |
| 47 | Individual consideration by treating people differently according to their needs and abilities of each person. | | | | | | |
| 48 | Evaluate the potential of others in now capability and future responsibility. | | | | | | |
| 49 | Promote two-way communication. | | | | | | |
| 50 | Ability to provide reliable information. | | | | | | |

Thank you

**The Model for Health Promotion Leadership Development for Nursing Student
in Nursing College under Praboromrajchanok Institute, the Ministry of Public
Health quality assessment form**

Indication:

1. The objective of this quality assessment form is to survey opinions about standard of feasibility, utility, propriety, accuracy and adequacy and others recommendation.
2. The tools has 2 parts:
 - 2.1 opinions about standard of feasibility, utility, propriety, accuracy and adequacy
 - 2.2 others recommendation
3. Thank you for your kindness

PART 1 Opinions about standard of feasibility, utility, propriety, accuracy and adequacy of Model for Health Promotion Leadership Development for Nursing Student in Nursing College under Praboromrajchanok Institute, the Ministry of Public Health

Indication:

Please consider “Model for Health Promotion Leadership Development for Nursing Student in Nursing College under Praboromrajchanok Institute, the Ministry of Public Health” from items in assessment form and then check sign ✓ in level of your comment.

On Feasibility Standard is considering “is the Model has consistency with authentic, suitable for current situation, practicable, justice saving and worthy?”

| Items | Opinion Level | | | | |
|---|---------------|------|----------|------------|-----|
| | Highest | High | Moderate | Rather Low | Low |
| 1. The Model can be practical in the College of Nursing. | | | | | |
| 2. The implementation of the model. It is possible to obtain the cooperation of those involved. | | | | | |
| 3. The easy to understand format. Straightforward to use. | | | | | |

| Items | Opinion Level | | | | |
|---|---------------|------|----------|------------|-----|
| | Highest | High | Moderate | Rather Low | Low |
| 4. The results of the model. Compared to the time and cost. | | | | | |
| 5. The Model allows students to assess their capabilities. And commitment to improve through the learning process. | | | | | |
| 6. The Model allows students the opportunity to meet experts. Those with direct experience of. Work in community health promotion. The exchange of knowledge. Ideas across. | | | | | |
| 7. The Model encourages students to creativity and the promotion of health. | | | | | |
| 8. The Model encourages students to develop personal skills for leadership in health promotion. | | | | | |
| 9. The Model allows students to the field of health promotion can be effective after graduation. | | | | | |
| 10. The model can be adjusted to suit the situation. Context of the communities involved. | | | | | |

Other suggestions

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On Utility Standard is considering “how much the Model give necessary information from that good for education development and need response to stakeholder?”

| Items | Opinion Level | | | | |
|--|---------------|------|----------|------------|-----|
| | Highest | High | Moderate | Rather Low | Low |
| 1. The model is useful for improving the quality of nursing students. | | | | | |
| 2. The model is useful for improving the quality of education. | | | | | |
| 3. The model is useful for improving the quality of health care systems. | | | | | |
| 4. The model can meet the needs and benefits to users. Stakeholders. | | | | | |

Other suggestions

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On Propriety Standard is considering “how much the Model has propriety and concern for stakeholders?”

| Items | Opinion Level | | | | |
|--|---------------|------|----------|------------|-----|
| | Highest | High | Moderate | Rather Low | Low |
| 1. The Model is appropriate for the context of the College of Nursing. | | | | | |
| 2. The model is appropriate based on the ability of nursing students. | | | | | |
| 3. The Model is appropriate for education reform. | | | | | |
| 4. The Model is appropriate for the quality of education. | | | | | |
| 5. The Model is appropriate for health system reform. | | | | | |
| 6. The model is implemented into the system. There is a learning process, but not too complex. And for a period not very long. | | | | | |
| 7. How to develop leadership in the health of the company. Is appropriate. | | | | | |
| 8. The model is consistent with a Bachelor of Nursing. | | | | | |
| 9. How to evaluate the model. Is the clear transparent and accountable. | | | | | |
| 10. Assessment methods can be evaluated on an individual basis after development. | | | | | |

Other suggestions

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On Accuracy Standard is considering the Model “is the Model reliable and it has material covered in full by your need?”

| Items | Opinion Level | | | | |
|--|---------------|------|----------|------------|-----|
| | Highest | High | Moderate | Rather Low | Low |
| 1. Elements of the model is accurate technical basis. | | | | | |
| 2. Development Units are accurate technical basis. | | | | | |
| 3. The concept of different stages of development are kept. | | | | | |
| 4. The content and accuracy to the development of nursing students. | | | | | |
| 5. Model has a clear objective of development. | | | | | |
| 6. The method used in the development process is a legitimate condition. | | | | | |
| 7. Evaluation of the model. Accurate, reliable system. | | | | | |

Other suggestions

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On Adequacy Standard is considering the Model “can the model develop achieve a target of development?”

| Items | Opinion Level | | | | |
|--|---------------|------|----------|------------|-----|
| | Highest | High | Moderate | Rather Low | Low |
| 1. The goal of the model. Is sufficient to develop leadership for health promotion. | | | | | |
| 2. Areas of development identified in the model. Is sufficient to develop leadership for health promotion. | | | | | |
| 3. Management structure outlined in the model. Is sufficient to develop leadership for health promotion. | | | | | |
| 4. Development strategy outlined in the model. Is sufficient to develop leadership for health promotion. | | | | | |
| 5. Stages of preparation, structure and needs of the development of leadership for health promotion. | | | | | |
| 6. The process of evaluation before proceeding with the development needs of the development of leadership for health promotion. | | | | | |
| 7. The process of developing the infrastructure development needs of the development of leadership for health promotion. | | | | | |
| 8. The process of evaluating the implementation of the development is sufficient to develop leadership for health promotion. | | | | | |

| Items | Opinion Level | | | | |
|---|---------------|------|----------|------------|-----|
| | Highest | High | Moderate | Rather Low | Low |
| 9. The process of improving the infrastructure development needs of the development of leadership for health promotion. | | | | | |
| 10. The development and content development as defined in the poorest areas of leadership development for health promotion. | | | | | |

Other suggestions

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Part 2 Other opinions and other suggestions

2.1 Barriers for using the Model

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2.2 Other suggestions for completely the Model

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Thank you

APPENDIX C

The results of analyzed and screen Health Promotion Performance Criteria

From review of literatures of Transformational Leadership and Health Promotion, there was 58 Performance Criteria and selected them from 5 experts by considered the average value since 3.5. That present in table 42.

Table 43 The results of appropriate performance criteria by consideration from experts

| No. | Performance Criteria experts | 1 | 2 | 3 | 4 | 5 | Total | Mean | Summary |
|-----|---|---|---|---|---|---|-------|------|---------|
| | Idealized Influence | | | | | | | | |
| | Moral | | | | | | | | |
| 1 | Recognizing the importance of the rights of individuals. | 5 | 4 | 5 | 5 | 5 | 24 | 4.8 | Select |
| 2 | Respect the worth and dignity of human beings | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 3 | Responsibility for their actions. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 4 | Discipline. | 4 | 5 | 5 | 5 | 5 | 24 | 4.8 | Select |
| 5 | Honest | 4 | 5 | 4 | 5 | 4 | 22 | 4.4 | Select |
| 6 | Follow professional ethics. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 7 | A good example to others and to sustain their operations. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 8 | Help people get to know and understand their rights | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |

Table 44 (Cont.)

| No. | Performance Criteria /experts | 1 | 2 | 3 | 4 | 5 | Total | Mean | Summary |
|-----|---|---|---|---|---|---|-------|------|----------|
| | Knowledge | | | | | | | | |
| 9 | Knowledge and understanding of the essence of nursing science. | 3 | 4 | 4 | 4 | 4 | 19 | 3.8 | Select |
| 10 | Knowledge and understanding of the essence of the nursing process and its use in health promotion service | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 11 | Knowledge and understanding of the essence of the process of acquiring knowledge. Knowledge management | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 12 | Knowledge and understanding of the essence of the administration and management. | 3 | 3 | 3 | 3 | 4 | 16 | 3.2 | Separate |
| 13 | Knowledge and understanding about health promotion and able to health promotion service. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 14 | Ability to integrate medical knowledge in other fields of knowledge. | 3 | 2 | 2 | 3 | 2 | 12 | 2.4 | Separate |
| 15 | Able to use of local knowledge for health promotion | 5 | 4 | 5 | 5 | 5 | 24 | 4.8 | Select |
| 16 | Diagnostic evaluation of risk factors. Planning and health promotion. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 17 | Knowledge and understanding of key information technologies in the field of health promotion | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 18 | Understand the cultural impact and public health | 2 | 3 | 2 | 2 | 2 | 11 | 2.2 | Separate |

Table 44 (Cont.)

| No. | Performance Criteria | 1 | 2 | 3 | 4 | 5 | Total | Mean | Summary |
|-----|---|---|---|---|---|---|-------|------|---------|
| | Personality | | | | | | | | |
| 19 | Reliable personality | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 20 | Creative thinking and Critical thinking | 3 | 4 | 5 | 4 | 5 | 21 | 4.2 | Select |
| 21 | The emotional maturity | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 22 | Healthy behaviors and present of reducing the healthy risk factor | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 23 | Show willingness and eager to serve | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 24 | Awareness of the rights and duties in the profession | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 25 | Can behave appropriately in providing health care to individuals | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| | Inspiration motivation | | | | | | | | |
| 26 | Strategies implemented in the community. To build a strong community. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 27 | The empowerment process for health promotion participatory | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 28 | The ability to coordinate with health team, the organized and community for health promotion activities operation | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |

Table 44 (Cont.)

| No. | Performance Criteria | 1 | 2 | 3 | 4 | 5 | Total | Mean | Summary |
|-----|---|---|---|---|---|---|-------|------|----------|
| 29 | Able to produce the community for health promotion leadership | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 30 | Able to give reasonably to convince others | 4 | 3 | 5 | 5 | 4 | 21 | 4.2 | Select |
| 31 | Reinforcement to motivate and create a good atmosphere in their work. | 5 | 4 | 4 | 4 | 5 | 22 | 4.4 | Select |
| | Intellectual Stimulation | | | | | | | | |
| 32 | To stimulate public awareness of the issues that affect health. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 33 | People new ways to solve problems. | 3 | 4 | 4 | 3 | 3 | 17 | 3.4 | Separate |
| 34 | According to the new ways to solve problems. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 35 | To confidential the public for problem solving and set goal for promote community health. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 36 | The public is encouraged to think and reason. And criticism of his ideas. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |

Table 44 (Cont.)

| No. | Performance Criteria /experts | 1 | 2 | 3 | 4 | 5 | Total | Mean | Summary |
|-----|--|---|---|---|---|---|-------|------|----------|
| 37 | People feel that the problem is a challenge and an opportunity to solve common problems. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 38 | To encourage community participation in health promotion for the physical, cultural, social and ecological harmony with the community. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 39 | Stimulate people to life and health care | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 40 | Train the self-care depend on individual potential | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 41 | Be encouraged to assess community problems and needs. Participation in the planning and implementation of health problems | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 42 | Encourage community participation in the control of the supervision and evaluation of health promotion practices. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 43 | Produce awareness to community and local government for participate in health promotion by individual consideration | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 44 | Encourage communities to mobilize resources that can be different to health. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 45 | Can provide information to public health policy. | 3 | 4 | 4 | 3 | 3 | 17 | 3.4 | Separate |

Table 44 (Cont.)

| No. | Performance Criteria /experts | 1 | 2 | 3 | 4 | 5 | Total | Mean | Summary |
|-----|--|---|---|---|---|---|-------|------|----------|
| 46 | Help people access their health information. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 47 | Promote research based for health problem solving by individualized. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 48 | Create the health promotion project on family, group of persons and community based. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 49 | The research community to participate in the largest | 4 | 3 | 3 | 3 | 3 | 16 | 3.2 | Separate |
| 50 | The project promotes the health needs of the community hosts a group of people. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 51 | Research to offer an alternative to society and find ways that are appropriate to the context of the community | 4 | 3 | 3 | 3 | 3 | 16 | 3.2 | Separate |
| | Individual Consideration | | | | | | | | |
| 52 | Encourage, promote and develop the individual experience as suitable. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 53 | Individual counseling and participate on self-health problem solving. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 54 | Group Counseling | 3 | 3 | 3 | 3 | 4 | 16 | 3.2 | Separate |
| 55 | Individual consideration by treating people differently according to their needs and abilities of each person. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 56 | Evaluate the potential of others in now capability and future responsibility. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |

Table 44 (Cont.)

| No. | Performance Criteria /experts | 1 | 2 | 3 | 4 | 5 | Total | Mean | Summary |
|-----|--|---|---|---|---|---|-------|------|---------|
| 57 | Promote two-way communication. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |
| 58 | Ability to provide reliable information. | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Select |

The table shows that there have 50 health promotion performance criteria that have average value above 3.5, suitable at high and highest level. However there have 8 health promotion criteria separated.

The results of screening of health promotion performance criteria from 5 experts, there have 50 health promotion performance criteria for factor analysis that show in table 45

The results of screening of health promotion performance criteria

Table 45 Health promotion performance criteria

| Order | Health promotion performance criteria |
|-------|---|
| | 1. Idealized Influence |
| | Moral |
| 1 | Recognizing the importance of the rights of individuals. |
| 2 | Respect the worth and dignity of human beings |
| 3 | Responsibility for their actions. |
| 4 | Discipline. |
| 5 | Honest |
| 6 | Follow professional ethics. |
| 7 | A good example to others and to sustain their operations. |
| 8 | Help people get to know and understand their rights |
| | Knowledge |
| 9 | Knowledge and understanding of the essence of nursing science. |
| 10 | Knowledge and understanding of the essence of the nursing process and its use in health promotion service |
| 11 | Knowledge and understanding of the essence of the process of acquiring knowledge. Knowledge management |
| 12 | Able to use of local knowledge for health promotion |
| 13 | Diagnostic evaluation of risk factors. Planning and health promotion |
| 14 | Diagnostic evaluation of risk factors. Planning and health promotion. |
| 15 | Knowledge and understanding of key information technologies in the field of health promotion |
| | Personality |
| 16 | Reliable personality |
| 17 | Creative thinking and Critical thinking |

Table 45 (Cont.)

| Order | Health promotion performance criteria |
|--------------|--|
| 18 | The emotional maturity |
| 19 | Healthy behaviors and present of reducing the healthy risk factor |
| 20 | Show willingness and eager to serve |
| 21 | Awareness of the rights and duties in the profession |
| 22 | Can behave appropriately in providing health care to individuals |
| | Inspiration Motivation |
| 23 | Strategies implemented in the community. To build a strong community. |
| 24 | The empowerment process for health promotion participatory |
| 25 | The ability to coordinate with health team, the organized and community for health promotion activities operation |
| 26 | Able to produce the community for health promotion leadership |
| 27 | Able to give reasonably to convince others |
| 28 | Reinforcement to motivate and create a good atmosphere in their work. |
| | Intellectual Stimulation |
| 29 | To stimulate public awareness of the issues that affect health. |
| 30 | According to the new ways to solve problems. |
| 31 | To confidential the public for problem solving and set goal for promote community health. |
| 32 | The public is encouraged to think and reason. And criticism of his ideas. |
| 33 | People feel that the problem is a challenge and an opportunity to solve common problems. |
| 34 | To encourage community participation in health promotion for the physical, cultural, social and ecological harmony with the community. |

Table 45 (Cont.)

| Order | Health promotion performance criteria |
|--------------|---|
| 35 | Stimulate people to life and health care |
| 36 | Help clients understand the determinants the affect to health. |
| 37 | Train the self-care depend on individual potential |
| 38 | Be encouraged to assess community problems and needs. Participation in the planning and implementation of health problems |
| 39 | Encourage community participation in the control of the supervision and evaluation of health promotion practices. |
| 40 | Produce awareness to community and local government for participate in health promotion by individual consideration |
| 41 | Encourage communities to mobilize resources that can be different to health. |
| 42 | Help people access their health information. |
| 43 | Promote research based for health problem solving by individualized. |
| 44 | Create the health promotion project on family, group of persons and community based. |
| 45 | Encourage, promote and develop the individual experience as suitable. |
| 46 | Individual counseling and participate on self-health problem solving. |
| 47 | Individual consideration by treating people differently according to their needs and abilities of each person. |
| 48 | Evaluate the potential of others in now capability and future responsibility. |
| 49 | Promote two-way communication. |
| 50 | Ability to provide reliable information. |

APPENDIX D

**Factor Eigenvalue Percentage of Variance and Cumulative
Percentage of Variance**

Table 47 Factor Eigenvalue Percentage of Variance and Cumulative Percentage of Variance

| Factor | Eigenvalue | Percentage of Variance | Cumulative Percentage of Variance |
|--------|------------|------------------------|-----------------------------------|
| 1 | 24.946 | 49.892 | 49.892 |
| 2 | 3.842 | 7.684 | 57.576 |
| 3 | 1.707 | 3.414 | 60.990 |
| 4 | 1.290 | 2.580 | 63.570 |
| 5 | 1.138 | 2.276 | 65.847 |
| 6 | 1.118 | 2.236 | 68.082 |
| 7 | .925 | 1.849 | 69.932 |
| 8 | .868 | 1.736 | 71.668 |
| 9 | .819 | 1.638 | 73.306 |
| 10 | .805 | 1.609 | 74.919 |
| 11 | .649 | 1.298 | 76.213 |
| 12 | .636 | 1.272 | 77.485 |
| 13 | .618 | 1.236 | 78.722 |
| 14 | .574 | 1.148 | 79.870 |
| 15 | .545 | 1.090 | 80.960 |

Table 47 (Cont.)

| Factor | Eigenvalue | Percentage of Variance | Cumulative Percentage of Variance |
|--------|------------|------------------------|-----------------------------------|
| 16 | .519 | 1.038 | 81.998 |
| 17 | .506 | 1.011 | 83.010 |
| 18 | .458 | .915 | 83.925 |
| 19 | .447 | .894 | 84.819 |
| 20 | .420 | .840 | 85.695 |
| 21 | .410 | .820 | 86.478 |
| 22 | .393 | .787 | 87.265 |
| 23 | .378 | .756 | 88.021 |
| 24 | .364 | .728 | 88.750 |
| 25 | .351 | .702 | 89.451 |
| 26 | .339 | .678 | 90.130 |
| 27 | .336 | .672 | 90.801 |
| 28 | .326 | .651 | 91.453 |
| 29 | .299 | .598 | 92.051 |
| 30 | .292 | .584 | 92.635 |
| 31 | .270 | .540 | 93.175 |
| 32 | .267 | .534 | 93.710 |
| 33 | .254 | .507 | 94.217 |
| 34 | .230 | .459 | 94.676 |
| 35 | .229 | .457 | 95.133 |
| 36 | .221 | .44 | 95.576 |

Table 47 (Cont.)

| Factor | Eigenvalue | Percentage of Variance | Cumulative Percentage of Variance |
|--------|------------|---------------------------|---|
| 37 | .218 | .437 | 96.013 |
| 38 | .202 | .404 | 96.417 |
| 39 | .198 | .397 | 96.814 |
| 40 | .188 | .377 | 97.190 |
| 41 | .183 | .367 | 97.557 |
| 42 | .173 | .345 | 97.902 |
| 43 | .164 | .328 | 98.230 |
| 44 | .154 | .308 | 98.538 |
| 45 | .147 | .294 | 98.833 |
| 46 | .140 | .279 | 99.112 |
| 47 | .124 | .247 | 99.359 |
| 48 | .117 | .234 | 99.593 |
| 49 | .104 | .208 | 99.802 |
| 50 | .009 | .198 | 100 |

Appendix E

The integration of contents of health promotion leadership

Table 48 Factors meaning performance criteria and integration of contents of health promotion leadership

| Factors | Meaning | Performance Criteria | Integrate of Contents |
|---------------------------------------|--|---|---|
| 1. Individualized Consideration | the individual characteristics of nursing students, that promotes health team membership, helps them to be a role model for health promotion and encourages client peace of mind, happiness, love, faith, belief, respect and trust. | Train the self-care depend on individual potential | Counseling for health promotion |
| | | Produce awareness to community and local government for participate in health promotion by individual consideration | Communication for coordinate with the health promotion |
| | | Encourage communities to mobilize resources that can be different to health. | Motivation for health promotion leadership |
| | | Help people access their health information. | Counseling for health promotion |
| | | Promote research based for health problem solving by individualized. | Design and using the research for health promotion |
| | | Create the health promotion project on family, group of persons and community based. | Setting the project for health promotion in community |
| | | Encourage, promote and develop the individual experience as suitable. | Counseling for health promotion |
| | | Individual counseling and participate on self-health problem solving. | Counseling for health promotion Service with a human heart |

Table 48 (Cont.)

| Factors | Meaning | Performance Criteria | Integrate of Contents |
|-----------------------------|---|--|---|
| | | Individual consideration by treating people differently according to their needs and abilities of each person. | Create team work and connection Service with a human heart |
| | | Evaluate the potential of others in now capability and future responsibility. | Create team work and connection |
| | | Promote two-way communication. | Communication for coordinate with the health promotion |
| | | Ability to provide reliable information. | Communication for coordinate with the health promotion |
| | | | |
| 2. Intellectual Stimulation | the ability of nursing students to create strong vigorous communities, create cooperation among people to decrease health risks and create health promotion activities. | Reinforcement to motivate and create a good atmosphere in their work. | Motivation for health promotion leadership |
| | | To stimulate public awareness of the issues that affect health | Community management for health promotion participatory |
| | | According to the new ways to solve problems. | Community management for health promotion participatory |
| | | To confidential the public for problem solving and set goal for promote community health. | Motivation for health promotion leadership |
| | | The public is encouraged to think and reason. And criticism of his ideas. | Community management for health promotion participatory |
| | | People feel that the problem is a challenge and an opportunity to solve common problems. | Motivation for health promotion leadership |

Table 48 (Cont.)

| Factors | Meaning | Performance Criteria | Integrate of Contents |
|----------------|---|--|---|
| | | To encourage community participation in health promotion for the physical, cultural, social and ecological harmony with the community. | Community management for health promotion participatory |
| | | Stimulate people to life and health care | Motivation for health promotion leadership |
| | | Help clients understand the determinants the affect to health. | Communication for coordinate with the health promotion |
| | | Be encouraged to assess community problems and needs. Participation in the planning and implementation of health problems | Community management for health promotion participatory |
| | | Encourage community participation in the control of the supervision and evaluation of health promotion practices. | Community management for health promotion participatory |
| 3. Moral | the ability of nursing students to express the well status. | Recognizing the importance of the rights of individuals. | Moral, ethics and professional ethics for health promotion leadership |
| | | | Service with a human heart |
| | | Respect the worth and dignity of human beings | Moral, ethics and professional ethics for health promotion leadership |
| | | | Service with a human heart |
| | | Responsibility for their actions. | Moral, ethics and professional ethics for health promotion leadership |
| | | Discipline. | Moral, ethics and professional ethics for health promotion leadership |
| | | Honest | Moral, ethics and professional ethics for health promotion leadership |

Table 48 (Cont.)

| Factors | Meaning | Performance Criteria | Integrate of Contents |
|---|---|---|---|
| | | Follow professional ethics. | Moral, ethics and professional ethics for health promotion leadership |
| | | A good example to others and to sustain their operations. | Moral, ethics and professional ethics for health promotion leadership |
| | | Help people get to know and understand their rights | Moral, ethics and professional ethics for health promotion leadership |
| 4. Nursing knowledge and health promotion | understanding in health promotion and nursing, then able to effective adoption. | Knowledge and understanding of the essence of nursing science. | Develop the nursing role to health promotion leadership |
| | | Knowledge and understanding of the essence of the nursing process and its use in health promotion service | Develop the nursing role to health promotion leadership |
| | | Knowledge and understanding of the essence of the process of acquiring knowledge. Knowledge management | Knowledge management |
| | | Knowledge and understanding about health promotion and able to health promotion service. | Develop the nursing role to health promotion leadership |
| | | Able to use of local knowledge for health promotion | Community management for health promotion participatory |
| | | Diagnostic evaluation of risk factors. Planning and health promotion. | Develop the nursing role to health promotion leadership |
| | | Knowledge and understanding of key information technologies in the field of health promotion | Develop the nursing role to health promotion leadership |

Table 48 (Cont.)

| Factors | Meaning | Performance Criteria | Integrate of Contents |
|-------------------------------|--|---|---|
| | | Creative thinking and Critical thinking | Leadership thinking |
| 5 Inspirational Motivation | the ability of nursing students to motivate the people to be concerned rising attention their health | Strategies implemented in the community. To build a strong community. | Create the community activities for strengthening commune of health promotion |
| | | The empowerment process for health promotion participatory | Create the community activities for strengthening commune of health promotion |
| | | The ability to coordinate with health team, the organized and community for health promotion activities operation | Communication for coordinate with the health promotion |
| | | Able to produce the community for health promotion leadership | Create team work and connection |
| | | Able to give reasonably to convince others. | Motivation for health promotion leadership |
| 6. Personality | the ability of nursing student to show the good performance and then help the colleagues to trust, warmed, love, commitment to set health. | Reliable personality | Personality development for health promotion |
| | | The emotional maturity | Personality development for health promotion |
| | | Healthy behaviors and present of reducing the healthy risk factor | Personality development for health promotion |
| | | Show willingness and eager to serve | Personality development for health promotion |
| | | Awareness of the rights and duties in the profession | Moral, ethics and professional ethics for health promotion leadership |
| | | Can behave appropriately in providing health care to individuals | Develop the nursing role to health promotion leadership |

Appendix F

SAMPLES OF STUDENTS' ACTIVITIES PICTURES



Director of Boromarajonani College of Nursing, Chiang Mai gave the Certificate for Nursing Students.



The experimental group





VITA

Name Mrs.Pimjai (Prommuang) Aunban

Education Backgrounds

| | |
|------|--|
| 1985 | Middle School, Chiang Mai Christian School |
| 1988 | High school, Yupparaj Wittayalai School, Chiang Mai. |
| 1989 | Certificate in Practical Nursing Program, Faculty of Nursing Chiang Mai University. |
| 1992 | Certificate in Nursing Science, Nursing and Midwifery College, Chiang Mai. |
| 1996 | Bachelor of Arts (General Management) Chiang Mai Rajabhat University. |
| 2001 | Bachelor of Nursing Science. Boromarajonani Nursing College, Lampang. |
| 2006 | Master of Nursing Science (Community Nursing, Practitioner) Faculty of Nursing, Chiang Mai University. |

Work experience

| | |
|------|---|
| 1990 | Practical Nurse, Srinakarin Hospital, Khonkaen |
| 1992 | Public Health Officer, Yangmern Public Health Center, Samoeng, Chiang Mai. |
| 1993 | Public Health Officer, Head of Omlong Public Health Center, Samoeng, Chiang Mai |
| 1994 | Public Health Officer, Ban Pok Public Health Center, Samoeng, Chiang Mai. |
| 1996 | Public Health Officer, Chaisathan Public Health Center, Saraphi, Chiang Mai. |
| 2004 | Nurse Practitioner, Saraphi Hospital, Chiang Mai. Work at: <ul style="list-style-type: none"> - Emergency Room - Sansai Primary Care Unit - Tawangtal Primary Care Unit - Yang Neung Primary Care Unit - Nongphueng Primary Care Unit |
| 2007 | Nursing Instructor, Community Nursing Unit, Boromarajonani Nursing College, Chiang Mai. |

Scholarship

1. Government Scholarship, the Ministry of Public Health. Ph.D. Scholarship in Thailand. (2008-2012)
2. Scholarship for Research Development in Allan Hancock College campus of University of California, Santa Barbara, California (9 March 2011 – 30 July 2011)
3. Ph. D. Thesis Scholarship from Faculty of Graduate Study, Chiang Mai University.
4. Ph. D. Thesis Scholarship from Office of National Research Council of Thailand, 2012

Research Experience

1. Knowledge Attitude and Practice to Prevent Cervix Cancer of Women above 35 years old, Chaisathan Subdistrict, Saraphi District, Chiang Mai. 2001
2. Effectiveness of Health Promotion Service for Diabetic Patients in Nongphueng Primary Care Unit, Saraphi District, Chiang Mai. 2006
3. Health Promotion Behaviors of Diabetic Patients in Nongphueng Primary Care Unit, Saraphi District, Chiang Mai. 2007
4. Project Evaluation of Nurses Produce to Solve Problems in the South Border Area of Thailand. 2008
5. Nursing Students Leadership, Boromarajonani Nursing College, Chiang Mai. 2008
6. The Role of Family Members in Counseling Patients with Tuberculosis in Hod Hospital, Hod district, Chiang Mai, 2011