

# Evaluation of the “Nurse Soulciety” Online Nursing Community Project for Thai Nurses: A CIPP Model Analysis

Artittaya Artiwitchayanon, M.N.S.<sup>1</sup>, Patcharin Poonthawe, Ph.D.<sup>1</sup>,  
Ratchadaporn Suwannarat, RN.<sup>2\*</sup>, Sangrawee Kongpheng, RN.<sup>3</sup>

## Abstract

This study aimed to evaluate the implementation of the *Online Nursing Community Project for Thai Nurses* using the CIPP evaluation model. A descriptive research approach was employed to evaluate the project implemented between 2022 and 2024. Secondary data were collected from three sources: (1) minutes of executive meetings, (2) minutes of project management meetings, and (3) archived chat records from Zoom sessions. The data were gathered using a project evaluation form developed based on the CIPP model. Quantitative data were analyzed using descriptive statistics, including frequency and percentage, while qualitative data were analyzed using content analysis.

The results revealed that Context Evaluation: The project’s objectives and implementation plan were found to align with the hospital’s nursing quality development policy. Input Evaluation: The project was sufficiently supported with resources from the organization, including personnel, budget, technology, and equipment. Process Evaluation: The project was systematically planned and implemented. During the initial phase, it was found that some participants did not meet the required attendance hours, leading to the development of an asynchronous learning format to improve accessibility and participation. Product Evaluation: The project achieved its intended objectives. The evaluation results indicated a positive impact on professional nurses, with high levels of satisfaction among participants, despite some areas that require further development.

These findings suggest that the online nursing community project for Thai nurses is a project that promotes lifelong learning and sustainable professional development through an accessible and flexible online platform. This project has been successful in delivering quality learning experiences, meeting the needs of learners, and supporting the practical application of knowledge in nursing practice in a meaningful way.

**Key words:** CIPP model, nursing community, online education, professional development

---

<sup>1</sup> Assistant professor, Faculty of Nursing, Burapha University

<sup>2</sup> Senior Director of Nursing, Samitivej Sriracha Hospital and Samitivej Chonburi Hospital

<sup>3</sup> Assistant Department Manager, Orthopedic Surgery, Samitivej Chonburi Hospital

\* Corresponding author e-mail: ratchadaporn.su@samitivej.co.th

This project was supported by the Faculty of Nursing Burapha University

Received 07/05/2025 Revised 17/06/2025 Accepted 25/06/2025

## Introduction

In the current era, Thailand’s nursing service system faces multiple challenges, including an increasing number of patients, the growing complexity of diseases, and shifts in the healthcare system that emphasize holistic and continuous care. These circumstances necessitate that nurses at all levels continually enhance their competencies knowledge, professional skills, and attitudes to effectively meet the evolving needs of patients and healthcare recipients.

Nursing training is recognized as a vital mechanism for developing and enhancing the capabilities of healthcare personnel. This is particularly evident within the framework of professional learning communities, which emphasize collaborative learning, experience sharing, and the co-construction of knowledge. Such an approach contributes meaningfully to the advancement of nurses’ professional competencies. However, despite its importance, access to training remains limited for many nurses due to several structural and logistical constraints. For instance, nursing staff shortages often prevent nurses from taking leave to attend training sessions. Furthermore, many training programs are associated with high registration and travel costs, and are frequently held at locations far from healthcare facilities (Phothong, Voraroon, Phanthu, Ratanachai, & Thongkomol, 2020). In addition, The COVID-19 pandemic has further exacerbated these challenges by restricting in-person gatherings, rendering traditional face-to-face training and seminars impractical. In response to these limitations, online training has emerged as a viable and contextually appropriate alternative. It offers greater accessibility, flexibility, and the potential to reach a broader audience, thereby addressing the needs of the target group more effectively in the current healthcare landscape.

In recent years, online training has gained increasing popularity due to its flexibility, ease of access, and its ability to reduce both travel time and associated costs. This mode of training aligns closely with the principles of 21<sup>st</sup>-century learning, which emphasize self-directed and lifelong learning. Online training is therefore regarded as a technological innovation in knowledge transfer, particularly in the dissemination of academic and professional content. It serves as an effective tool for enhancing nurses’ knowledge and competencies in a sustainable manner (Patan, 2023). Online learning platforms not only facilitate efficient knowledge acquisition but also empower professional nurses to gain a deeper understanding of patient care. This leads to improved clinical reasoning and the ability to apply newly acquired knowledge directly in practice (Joomprabutra, Kenbubpha, & Palabut, 2021). As such, online training represents a strategic approach to professional development that supports continuous learning and capacity building in the nursing profession.

Recognizing these issues, Samitivej-BNH Hospital Group initiated the Nurse Soulciety project, an innovative Online Nursing Community designed to support Thai nurses. The project was developed since 2022 based on a needs assessment conducted within the Samitivej-BNH Hospital Group, which identified significant challenges, including nursing staff shortages, high workloads, elevated stress levels, and reduced motivation, exacerbated by the COVID-19 pandemic.

However, it has been observed that the project has not yet undergone a formal evaluation. Therefore, the researcher is interested in evaluating the “Nurse Soulciety” Online Nursing Community

Project for Thai Nurses, by applying the CIPP model, which was developed by Stufflebeam (2000) and Madaus, Scriven, Stufflebeam, and Stufflebeam (1983). This model enables a comprehensive analysis of the project in four key dimensions: Context, Input, Process, and Product.

The CIPP model has been widely recognized for its applicability in educational program evaluation (Mokhtarzadegan et al., 2015), as it prioritizes continuous program improvement over mere validation. It has also been used to evaluate early career clinical academic training programs (Burke & Hennessy, 2021). Through this evaluation framework, the Nurse Soulciety project aims to reveal its strengths, identify areas for improvement, and provide practical recommendations for enhancing overall effectiveness. These recommendations may contribute to more efficient training management, increased engagement among nurses, and the appropriate and sustainable integration of technology in professional development initiatives.

### **Objectives of the Study This research aims to evaluate the project**

The objective of this study is to evaluate the “Nurse Soulciety” Online Nursing Community Project for Thai Nurses, which was implemented by the Samitivej - BNH Hospital Group, through the CIPP model.

### **Conceptual Framework (CIPP Model)**

Evaluation is a crucial component of project implementation mechanisms, closely linked to monitoring activities that generate useful information for decision-making by administrators whether to continue, revise, or improve the project to reduce its limitations. The evaluation process is generally categorized into two types: formative evaluation, which assesses progress during the implementation phase, and summative evaluation, which focuses on the outcomes and overall effectiveness of the project. In this study, a summative evaluation was employed based on CIPP model. It’s a comprehensive framework for evaluating all key dimensions of a program. Previous research has demonstrated the effectiveness of the CIPP model in project evaluation, indicating that it offers a holistic approach to understanding project outcomes and supports evidence-based decision-making for future improvements (Thanaboonpuang & Intana, 2021; Pibanwong et al., 2019).

The CIPP model is a comprehensive evaluation framework designed to assess various aspects of a project or program systematically. The table presents an evaluation framework for assessing the *Nurse Soulciety*: A new era of Online Nursing Community Project for Thai Nurses, structured according to the four key components of the CIPP model—Context, Input, Process, and Product.

**Table 1.** CIPP Evaluation Framework Applied to the “Nurse Soulciety” Online Nursing Community Project for Thai Nurses.

Evaluation framework (CIPP model)			
1. Context	2. Input	3. Process	4. Product
1.1 Alignment with Institutional Policies	2.1 Resource Allocation	3.1 Project Development & Execution	4.1 Project Outputs
1.2 Addressing Real Problems in Nursing Practice	2.2 Project Implementation Strategy	3.2 Online Academic Conference Management	4.2 Participant Satisfaction
1.3 Learning Environment in Online Academic Conferences	2.3 Project Scope & Coverage	3.3 Monitoring & Feedback	4.3 Impact Assessment
	2.4 Preparation for the implementation of the project	3.4 Challenges & Resolutions	4.4 On-going evaluation is an assessment of the progress of the project

## Methods

This study employed an evaluative research design using the CIPP model, incorporating a quantitative descriptive approach to assess the effectiveness of the “Nurse Soulciety” Online Nursing Community Project for Thai Nurses. The study aims to systematically evaluate the project’s impact from 2022 to 2024 based on structured data collection and analysis.

### Population and Sample

The study population were all recorded documents comprises Monthly hospital administration reports documenting project progress and hospital-wide implementation; Monthly project team reports summarizing training outcomes and member engagement; Chat room discussions and user interactions within the Nurse Soulciety platform between 2022 - 2024 by Samitivej-BNH Hospital Group, Thailand.

### Research Instrument

The research instrument was data recording form for evaluating the Online Nursing Community Project for Thai Nurses. The research team developed a structured data collection plan based on the CIPP model; Context, Input, Process, Product; which was reviewed by three independent experts to confirm its was conducted using the CIPP framework to ensure consistency in data collection.

### Data Collection

Data were collected from secondary data, multiple sources, including *Monthly hospital administration reports* documenting project progress and hospital-wide implementation; *Monthly*

*project team reports* summarizing training outcomes and member engagement; *Chat room discussions and user interactions* within the *Nurse Soulciet* platform, providing qualitative insights into the community’s activities between year 2022-2024.

### Data Analysis

Quantitative data were analyzed using descriptive statistics, including frequency and percentage. For the qualitative data, recorded forms was analyzed using content analysis.

### Ethical Considerations

This study adhered to ethical research principles, ensuring the confidentiality and voluntary participation of all respondents. The data were anonymized before analysis to protect participant privacy. The study protocol was reviewed and approved by the Institutional Review Board (IRB) of Burapha University, Approval Code: HS108/2567, Date: 2 December 2024.

By employing the CIPP model and leveraging both qualitative and quantitative data sources, this study provides a comprehensive evaluation of the *Nurse Soulciet* project, ensuring its findings contribute to enhancing online nursing education and professional development.

## Results

### 1. Context Evaluation

**1.1 Alignment with Institutional Policies** - The project’s objectives and implementation plan are consistent with the hospital’s nursing quality development policies, including: “*New Value Potential for the Hospital of Choice*” – Ensuring continuous professional development and quality improvement; “*Agile Organization of Value*” – Promoting innovative, flexible, and responsive learning approaches; *Center of Excellence (COE) Development* – Strengthening professional competency and education.

**1.2 Addressing Real Problems in Nursing Practice** - The project aimed to resolve several challenges faced by nurses, including *Time Constraints* – Nurses work demanding schedules, making it difficult to attend traditional in-person training; *Technological Adaptability* – The average nurse spends seven hours per day online, making digital learning a suitable alternative; *Financial Barriers* – Training costs, including travel and accommodation, create financial burdens; *COVID-19 Adaptation* – In-person training limitations due to pandemic restrictions necessitated an online learning platform; *Continuing Education Requirements* – Thai nurses must obtain continuing education units (CNEUs) for licensure renewal. Independent and retired nurses, as well as those in remote areas, face accessibility challenges in meeting these requirements.

**1.3 Learning Environment in Online Academic Conferences** - The online format fostered a relaxed and engaging learning atmosphere, featuring interactive exchanges between speakers and participants and real-time communication during live sessions.

### 2. Input Evaluation

**2.1 Resource Allocation.** The project has received adequate resources, divided into the following areas: 1) Budget & Personnel – The project secured funding and personnel from Samitivej-BNH

Hospital Group, Burapha University, the Nursing Council, and Government and private educational institutions, including government and private hospitals. 2) Technology & Equipment – Infrastructure included computers, internet access, communication tools, and digital recording devices. 3) Learning Platform – Built on MarTech’s WordPress system, the platform integrated job recruitment features, course registration (E-commerce system), and academic article repositories for easy content retrieval and analysis.

**2.2 Project Implementation Strategy.** In terms of the project’s operational strategy, it was found that online academic conferences were organized to offer CNEUs for professional nurses. These sessions were held both during and outside of official working hours, with each session lasting approximately 3.5 hours. Participants received 3 CNEUs per session. The training was delivered via the Zoom Meeting platform, and participants were also given the option to access recorded sessions on the website [www.nursesoulciety.com](http://www.nursesoulciety.com) for later review. To increase outreach and engagement, the project employed a multi-platform social media strategy for publicity and communication. Promotional content and announcements were disseminated through the official Facebook fan page, Line Official account, YouTube, and TikTok channels. Notably, the project operated on a non-profit basis, while maintaining financial sustainability through efficient internal budget management.

**2.3 Project Scope & Coverage.** The project aims to provide professional nurses with access to online academic conferences through a dedicated platform developed by the program. Each year, the initiative reaches over 8,000 participants, offering opportunities to earn up to 30 CNEUs annually, accredited by the Thailand Nursing and Midwifery Council.

**2.4 Preparation for the implementation of the project.** The project’s organizing committee has undertaken systematic preparation across multiple aspects of implementation. This includes allocating personnel to specific operational roles and responsibilities, as well as developing academic content for the online training sessions. The content is determined based on a review of current nursing challenges and the expressed needs of the target participants. Training topics are planned at least six months in advance, although adjustments may be made as necessary to ensure relevance and responsiveness to emerging issues. In addition, coordination with subject-matter experts and guest speakers is conducted to ensure content quality and professional alignment. After each training session, a summary report of the implementation is prepared and submitted to the executive board every two months for monitoring and strategic decision-making.

### 3. Process Evaluation

**3.1 Project Development & Execution.** In terms of project development, regular bi-monthly meetings were held involving the project chairperson, executive committee, and working group members of the “Nurse Soulciety” Online Nursing Community Project for Thai Nurses initiative. These meetings aimed to collaboratively plan operational strategies, determine academic content, and coordinate communication and outreach efforts. Furthermore, the project team actively engaged with relevant networks to foster academic collaboration. Key partnerships included the Faculty of Nursing, Burapha University; the Thailand Nursing and Midwifery Council; the Nurses’ Association of

Thailand (Eastern Chapter); as well as volunteer networks from the Samitivej–BNH Group and independent volunteers outside the formal network. These collaborative efforts supported the preparation and organization of the online academic conferences under the project.

**3.2 Online Academic Conference Management.** Prior to each online training session, a system test is conducted with both the speakers and participants to ensure smooth technical operations. A designated support team is assigned to manage the participants in accordance with the standards set by the Thailand Nursing and Midwifery Council. Communication with participants is facilitated via Zoom’s chat functions and real-time question-and-answer sessions through microphones. These practices enhance interactivity and ensure that technical and academic support is available throughout the training process.

**3.3 Monitoring & Feedback.** The senior executive board of the Samitivej–BNH Hospital Group conducts quarterly reviews to monitor and oversee the progress of the project. At the operational level, the project management committee holds regular meetings to gather feedback and address challenges reported by various stakeholders, including Samitivej–BNH network collaborators, operational team members, online conference participants, platform users, and guest speakers. This feedback is systematically reviewed and integrated into monthly planning meetings to support the continuous development and improvement of the project.

**3.4 Challenges & Resolutions.** The project established a policy that participants attending less than 80% of the live online training sessions would not be eligible to receive CNEUs. To address this limitation and enhance learning accessibility, the program developed an asynchronous online course system, allowing participants to review the training content at any time.

During the initial phase of implementation, unstable internet connectivity was identified as a key challenge. To resolve this issue, the technical infrastructure was upgraded by replacing Wi-Fi connections with a more stable and high-speed LAN network, thereby improving the overall reliability and quality of the online learning experience.

#### 4. Product Evaluation

**4.1 Project Outputs.** Over the course of three years, the project conducted a total of 23 online training sessions, with an overall attendance of 25,990 participants. On average, each session was attended by approximately 1,130 participants. A total of 65.5 CNEUs were offered throughout the program. Among the attendees, 10,552 nurses earned more than 30 CNEUs, indicating consistent participation and commitment to professional development.

**4.2 Participant Satisfaction.** A total of 25,990 participants attended the online training sessions. Their satisfaction with the Nurse Soulciet project was assessed and is summarized in Table 2.

**Table 2.** Participant Satisfaction with the “Nurse Soulciety” Online Nursing Community Project for Thai Nurses (n = 25,990)

Satisfaction Criteria	(%)
1. Relevance and applicability of the knowledge to work and/or daily life	95.52
2. Appropriateness of the session duration in relation to the topic	95.64
3. Satisfaction with the quality and effectiveness of the speaker(s)	96.06
4. Quality of service and facilitation provided by the support team	95.56
<b>Overall satisfaction with the training program:</b>	<b>95.70</b>

### 4.3 Impact Assessment.

The impact of the *Nurse Soulciety* project can be categorized into three key areas:

4.3.1 Project Members. The project has had a significant impact on participating members. Nurses who attended the online training sessions reported enhanced professional knowledge and the ability to apply what they had learned in real-world clinical practice. Additionally, the project promoted self-directed learning and professional accountability by empowering nurses to take responsibility for their own continuous professional development.

4.3.2 Organizing Institution. The project benefited the host institution in several ways:

1) It helped reduce the cost of professional development for nurses, as online training registration fees were significantly lower compared to traditional training.

2) It enabled the institution to expand its role beyond healthcare service delivery to include professional development support, positioning itself as a future center of academic excellence.

3) The project fostered collaborations with professional councils and multidisciplinary networks across both public and private sectors, contributing to the advancement of the nursing profession in Thailand.

4.3.3 Project Committee and Volunteer Team. The project implementation team, including the volunteer group recognized for their outstanding service by the Nurses’ Association of Thailand, Eastern Chapter, received an honorable mention from the BDMS Award 2024 in the Social Impact – Organizational Value Creation category. This recognition underscores the project’s success in mobilizing professional goodwill and fostering meaningful contributions to the nursing community.

### 4.4 On-going Evaluation Using the 7-Fit Strategy

To ensure long-term sustainability, the project was evaluated across seven key strategic dimensions. First, **Problem Fit** was addressed by targeting key challenges faced by nurses, such as workload constraints, limited access to professional training, and high costs associated with continuing education. Second, **Solution Fit** focused on the use of online platforms to deliver accessible and cost-effective learning opportunities, thereby removing traditional barriers to participation. Third, **Vision Fit** ensured that the project aligned with the organization’s broader goal



of becoming an agile, value-driven institution. Fourth, the project demonstrated **Market Fit** by positioning *Nurse Soulciety* as an inclusive knowledge-sharing network that supports nurses across diverse roles and regions. Fifth, **Team Fit** was achieved through the collaboration of experienced nursing professionals and education specialists who were responsible for overseeing the project’s design and implementation. Sixth, **Investment Fit** emphasized long-term financial sustainability, which was made possible through careful planning and strategic budgeting. Finally, **Result Fit** In alignment with the concept of fostering a learning and sharing society among nurses, the project set its intended outcomes to include the development of an organization that actively engages nurses in continuous learning, knowledge sharing, and professional growth. The goal is to create a space where nurses not only benefit from the training programs but also express satisfaction with their participation and involvement in the project

## Discussion

### Context Evaluation

The findings from the context evaluation indicate that the objectives and operational plan of the project are well aligned with the hospital’s overall nursing quality development goals. Specifically, the initiative reflects the hospital’s broader vision of becoming a value-driven organization capable of winning the hearts of stakeholders and achieving holistic growth under the concept of “New Value Potential for the Hospital of Choice.” It is also consistent with the strategic policy of developing into an “Agile Organization of Value” and a future Center of Excellence in Clinical and Academic Services.

In addition, the analysis of the current situation and contextual problems was found to be consistent with real-world challenges and global transitions in the digital era. The emergence of the COVID-19 pandemic, which limited the ability to conduct in-person training due to restrictions on large gatherings, served as a catalyst for the adoption of online training formats. These formats have proven to be effective in enhancing nurses’ knowledge and practical skills. As supported by previous studies (Patan, 2023; Joomprabutra, Kenbubpha, & Palabut, 2021), online learning has increased understanding in patient care and facilitated real-world application of knowledge.

The project’s responsiveness to these contextual shifts contributed to its successful and uninterrupted implementation from 2022 to the present. This continuity demonstrates the project’s relevance, adaptability, and potential for long-term sustainability within a rapidly changing healthcare landscape

### Input Evaluation

The evaluation of the input dimension revealed that the project was adequately supported in terms of both budget and personnel, with contributions from multiple organizational sectors. This multi-stakeholder involvement reflects strong institutional commitment and resource mobilization, which are essential for the successful implementation of large-scale professional development initiatives.

In terms of technological infrastructure and materials, the project demonstrated a high level of readiness. Essential tools such as computers, internet access, communication devices, and digital data recording equipment were sufficiently available and fully functional. These resources were provided and supported by the Samitivej–BNH Hospital Group, ensuring operational stability and technical efficiency throughout the program.

Furthermore, the project utilized an e-learning platform built on WordPress by MarTech, which enhanced accessibility and usability for participants. The availability of a user-friendly, well-structured online learning platform—with complete and engaging content—significantly contributes to learning effectiveness. Previous research suggests that when online training platforms are intuitive, content-rich, and convenient, they tend to improve learning outcomes, increase learner satisfaction, and promote the practical application of acquired knowledge in the workplace (Joomprabutra, Kenbubpha, & Palabut, 2021; Supaworawong, Ruckbumrung, & Lalognum, 2021).

### Process Evaluation

The findings related to the process dimension indicate that the project implementation followed a well-structured and systematic plan. The project management committee developed and executed operational strategies in a step-by-step manner, with quarterly progress reviews conducted every three months. These reviews enabled the identification of challenges, supported timely problem-solving, and allowed for targeted adjustments to improve project execution.

Additionally, the project demonstrated a strong feedback mechanism. The committee actively collected and incorporated input from multiple stakeholders—including the Samitivej–BNH Hospital Group, operational team members, online training participants, platform users, and expert speakers. Monthly meetings were held to reflect on this feedback and integrate it into the project’s ongoing development. This participatory and responsive approach enhanced both the effectiveness and relevance of the project’s operations. As a result, the project’s adherence to its original plan, combined with continuous evaluation and iterative improvement, contributed significantly to achieving its objectives and aligning with the organization’s broader policy to enhance healthcare service systems (Pibanwong et al., 2019).

However, in the initial phase of online training implementation, it was found that a substantial number of participants did not meet the minimum 80% attendance requirement necessary to receive CNEUs. In response to this challenge, the committee adapted the training format by introducing asynchronous learning options. Participants were granted access to recorded sessions, thereby increasing flexibility and enabling learning at their own pace. This modification not only addressed the attendance barrier but also aligned with the principles of lifelong learning by supporting self-directed and accessible professional development.

### Product Evaluation

The outcomes of the project indicate that its implementation successfully met the stated objectives. Over a three-year period, the project conducted a total of 23 online training sessions, with a cumulative participation of 25,990 nurses. Among these, 10,552 participants earned more than

30 CNEUs, demonstrating a high level of engagement and sustained learning. Satisfaction survey results further support the effectiveness of the program, with an overall satisfaction score of 95.70%. This high level of participant satisfaction highlights the success of the Nurse Soulciety online training initiative in meeting the needs of professional nurses seeking to accumulate CNEUs and enhance their competencies.

Beyond meeting educational goals, Nurse Soulciety has evolved into a vibrant online nursing community that fosters knowledge exchange, peer learning, and the sharing of professional experiences. It has contributed not only to the development of clinical competencies but also to the broader goal of empowering nurses in their personal and professional growth. The online format of the training has proven to be especially advantageous. It provides accessible, flexible, and cost-effective learning opportunities, allowing nurses to participate in high-quality, accredited courses anytime and anywhere. These courses, delivered by nationally recognized nurse educators, meet professional standards while reducing training costs for both individuals and institutions.

Importantly, although the project is operated by a private-sector organization, it functions on a non-profit basis, reflecting a strong commitment to social responsibility and the advancement of the nursing profession. This commitment is exemplified by formal recognition received by the project, including the “Outstanding Volunteer Contribution Award” from the Nurses’ Association of Thailand, Eastern Chapter, and the “Honorable Mention from the BDMS Award 2024” in the category of Social Impact – Organizational Value Creation. These achievements affirm the project’s value and impact as a meaningful contributor to professional nursing education and community development.

### **Implication of the Result**

Can use to be one of example for another project to evaluate the project by using CIPP model.

### **Recommendation for Future Study**

Administration team interview may can explore more data in detail.

### **Conclusion**

The Nurse Soulciety project has successfully established an innovative, and accessible online learning platform for Thai nurses. By leveraging technology, strategic partnerships, and continuous evaluation, the project effectively addresses key challenges faced by nursing professionals in continuing education and professional development. With strong institutional support and a robust evaluation framework, the initiative is well-positioned for long-term impact and scalability within the Thai nursing community.

## References

- Burke, E., & Hennessy, M. (2021). Evaluation of an early career clinical academic training programme using the CIPP model. *BMJ open*, 11(11), e052965.
- Joomprabutra, W., Kenbubpha, K., & Palabut, S. (2021). Development and effectiveness of an online training program based on adolescent depression guidelines for physicians in the 10<sup>th</sup> public health region. *Journal of Mental Health of Thailand*, 29(4), 333-344. <https://he01.tci-thaijo.org/index.php/jmht/article/view/250567>
- Madaus, G. F., Scriven, M. S., Stufflebeam, D. L., & Stufflebeam, D. L. (1983). *The CIPP model for program evaluation. Evaluation models: Viewpoints on educational and human services evaluation*. Retrieved from [http://dx.doi.org/10.1007/978-94-009-6669-7\\_1](http://dx.doi.org/10.1007/978-94-009-6669-7_1)
- Mokhtarzadegan, M., Amini, M., Takmil, F., Adamiat, M., & Sarveravan, P. (2015). Inservice trainings for Shiraz University of Medical Sciences employees: Effectiveness assessment by using the CIPP model. *Journal of Advances in Medical Education & Professionalism*, 3(2), 77-83
- Patan, V. (2023). Online training system Metta Pracharak hospital (Wat Rai Khing) basic ophthalmic nursing course. *Thammasat University Hospital Journal Online*, 8(3), 76-85. Retrieved from <https://he02.tci-thaijo.org/index.php/TUHH/article/view/266923>
- Phothong, C., Voraroon, S., Phanthu, K., Ratanachai, P., & Thongkomol. L. (2020). The study of human resource development for nurse anesthetists under the jurisdiction of the Ministry of Public Health. *Journal of Health and Nursing Research*, 36(3), 259-272. <https://he01.tci-thaijo.org/index.php/bcnbangkok/article/view/247024>
- Pibanwong, P., Teeyapan, W., Nadoon, W., Apichutboonchock, S., Phuarsa, B., Chopsiang, L., Harasan, P., Jantasen, O., & Palachai, T. (2019). The evaluation of training program of nursing specialty in family nursing practitioner: A study in Boromarajonani College of Nursing Sanpasithiprasong. *Vajira Medical Journal: Journal of Urban Medicine*, 63(3), 175-184. Retrieved from <https://he02.tci-thaijo.org/index.php/VMED/article/view/211667>
- Stufflebeam, D. L. (2000). *The CIPP model for evaluation. In Evaluation models: Viewpoints on educational and human services evaluation*. Dordrecht: Springer Netherlands.
- Supaworawong, C., Ruckbumrung, T., & Lalognum, N. (2021). The development of online training package on fire prevention and suppression for the operation unit Phrapokklao Hospital. *Journal of Interdisciplinary Social Sciences and Communication*, 4(2), 13-22. <https://so02.tci-thaijo.org/index.php/ISSC/article/view/249927>
- Thanaboonpuang, P., & Intana, J. (2021). The evaluation of training program of care managers in 2021: Using Stufflebeam's CIPP model. *Journal of Social Sciences in Measurement Evaluation Statistics and Research*, 2(1), 36-46. <https://so03.tci-thaijo.org/index.php/mesr/article/view/253445>