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The **2nd** International Nursing Research Conference “Future Nursing Research and Innovation for Sustainable Global Health”

to Commemorate the 125th Anniversary of the Birth of HRH Princess Srinagarindra

Jointly Organised by WANS, TNMC & NAT

Challenges in Nursing Research Methodology Toward Global Health: Qualitative Research



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Outlines

- * Global Health System Trends
- * Qualitative Research
- * Living Life with Wisdom for Oneself and Others: A Substantive Theory
- * Consolidated Criteria for Reporting Qualitative Research (COREQ)
- * Conclusion





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Global Health System Trends

Emerging Trends in Health Systems (2020–2030)

- Rise in chronic diseases (NCDs) & Mental health concerns → more complex health needs
- Aging populations → the demand for long-term care & chronic care
- Persistent health disparities & inequalities → in rural, underserved, vulnerable
- Global health emergencies (COVID-19, climate threats)





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Global Health System Trends: Adolescent

- Adolescents – 10-19 years
- 1.3 billion adolescents – 16% of the world's population
- 1.1 million adolescents die each year
 - * Leading causes of death *road traffic injuries * suicide *violence
- In 2021, >100,000 adolescent deaths from road traffic crashes
- 1 in 7 adolescents has a mental disorder
 - *Depression and anxiety *suicide is the leading causes of death in 15–19-year-olds.
- Some living with no meaning in life
 - * A central group for achieving the 2030 SDGs and for securing future social and economic stability*





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Significant of Qualitative Research

- * Captures the depth & richness of lived experiences
- * Elucidates the answers to **how & why questions**
- * Comprehend *human behaviors *decision-making *meaning-making
*interconnections between conditions, actions, and consequences
- * Describe the socioeconomic & cultural contexts of health & well-being * Vital for holistic care & a culturally healthcare system
- * Develop a novel nursing model/theory





Features of Qualitative Research

| Aspect | What qualitative research is | What qualitative research is not |
|-----------------|--|---|
| Focus Nature | <ul style="list-style-type: none">• Existence• Emphasizes depth and richness of context and voice (experiences and perspectives)• Fundamentally constructive or interpretive, exploring “what,” “why,” “when,” “where,” “who,” and “how” (or the “5W1H”) of social phenomena• Promotes reflexivity and values subjectivity as a source of depth and insight | <ul style="list-style-type: none">• Generalizability• Not limited to quantifying occurrences or providing surface-level explanations• Not merely anecdotal or based on unfounded subjective interpretations |
| Method | <ul style="list-style-type: none">• Embraces openness and thus utilizes means such as open-ended questions, in-depth and focus group interviews, and participant observation | <ul style="list-style-type: none">• Shuns narrowness and thus does not adhere strictly to numerical or statistical measures |
| Insight | <ul style="list-style-type: none">• Committed to capturing complex, nuanced details of social behaviors and interactions• Captures a spectrum of human experiences and perspectives• Constructs reality by the researcher and/or participant• Thrives on adaptability and flexibility | <ul style="list-style-type: none">• Does not provide a detached or purely objective account of social phenomena• Not a rigid or one-size-fits-all methodology |
| Rigor | <ul style="list-style-type: none">• Demands systematic and rigorous approach to data collection and analysis• Maintains rigor through systematic methodology, reflective practice, and trustworthiness criteria | <ul style="list-style-type: none">• Not less rigorous or valuable than quantitative research |
| Relevance | <ul style="list-style-type: none">• Suitable for exploring complex, context-rich phenomena• Depends on research contexts, questions, and objectives• Example: Understanding the motivations behind consumer behavior in a new market | <ul style="list-style-type: none">• Not universally applicable or appropriate for every research context, question, or objective• Example: Not the best approach for determining the percentage of a population holding a particular opinion |



Reasons for Qualitative Research

| Reason | Focus area | Key points |
|------------|---|--|
| Necessity | Addressing complex social phenomena | <ul style="list-style-type: none">• Explores complexities of human behaviors and interactions• Makes sense of complex social contexts• Prevents oversimplification and misinterpretation of social realities |
| Importance | Generating rich insights and human-centered understanding | <ul style="list-style-type: none">• Provides a human-centered understanding of the world• Leverages methods like in-depth and focus group interviews as well as participant observation• Useful for developing theories, informing policy, and making sure interventions are culturally sensitive and socially responsible |
| Relevance | Connecting research to real-world issues | <ul style="list-style-type: none">• Applicable to real-world issues• Grounded in lived experiences, reflecting the complexities and responsive to the needs of the modern world• Relevant for social scientists, policymakers, and stakeholders interested in understanding and making the world a better place |
| Urgency | Responding to rapid social change | <ul style="list-style-type: none">• Addresses the need for timely and relevant insights in a rapidly changing world• Social phenomena are evolving due to political, economic, social, technological, environmental, and legal (PESTEL) forces• Contributes to decision-making, interventions or solutions, and overall well-being |



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Living Life with Wisdom for Oneself and Others: A Substantive Theory





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The Journey of Substantive Theory Development

1999 - Thailand

2003-2010 - NZ

2011 - 2020

2020-2023

2023-2025

Master-Thesis

PhD. -Thesis

Researches

Concepts

Spirituality
& End of Life

Spirituality

Spirituality

Meaning & Purpose in life

Intergeneration: Gratitude
& Purpose in Life

Participants

Adult with HIV

Adolescent with HIV

Healthy Adolescent

Vulnerable Adolescent

PILTA - Tools Development

Adolescent & Older People

Research Methodologies

Qualitative Researches: GT – Action Research

Quantitative Researches: Quasi Experimental Studies



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The Evidences: Substantive Theory Development

INTERNATIONAL JOURNAL of NURSING PRACTICE

Original Research | Free Access

Achieving peace and harmony in life: Thai Buddhists living with HIV/AIDS

Quantar Balhip PhD RN Usanee Petchruschatachart MS RN, Siriwan Piriyaakontorn MS RN,
Julie Boddy PhD RN

First published: 26 April 2013 | <https://doi.org/10.1111/ijn.12039> | Citations: 8

SECTIONS

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Abstract

This study aimed to reveal the process of achieving peace and harmony in life by Thai Buddhists living with HIV/AIDS in Southern Thailand. Data were gathered from 28 Thai Buddhist participants aged 18 years or older, who had lived with HIV/AIDS for 5 years or more. Purposive, snowball and theoretical sampling techniques were used to recruit the participants. Data collection, using in-depth interviews, was carried out over a 7 month period between 2011 and 2012. Grounded theory was used to guide the process of data analysis. Two categories emerged to describe the core category ‘Achieving Peace and Harmony in life’: (i) understanding and accepting that nothing is permanent and (ii) living life with contentment. Findings are valuable for health professionals in enhancing peace and harmony for their patients.

> J Assoc Nurses AIDS Care. 2014 Jul-Aug;25(4):e27-38. doi: 10.1016/j.jana.2014.03.004.
Epub 2014 May 10.

Pursuing meaning and purpose in life among Thai adolescents living with HIV: a grounded theory study

Quantar Balhip, Marguerite J Purnell

PMID: 24823285 DOI: [10.1016/j.jana.2014.03.004](https://doi.org/10.1016/j.jana.2014.03.004)

Abstract

This grounded theory study aimed to understand how Thai adolescents living with HIV pursued meaning and purpose in life. Data were gathered from 11 adolescents in southern Thailand who were between ages 18 and 20 years, and who had lived with HIV for 2 or more years. Purposive and theoretical sampling techniques were used to recruit the participants. Data were collected through in-depth interviews, participant observations, and field notes. Strauss and Corbin's (1998) grounded theory method guided data analysis. The core category of “pursuing meaning and purpose in life among Thai adolescents living with HIV” emerged out of a recursive process of uncertainty, inferiority, self-realization, and growth that comprised three categories: (a) condition: realizing self-value, (b) strategy: being connected to prolonging life, and (c) consequence: achieving peace and calm. The findings enhance knowledge that would benefit nurses helping adolescents living with HIV find meaning and purpose in life.

Keywords: HIV; adolescent; life meaning; life purpose; prolonging life; self-value.

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The Evidences (Cont.)



Journal of Moral Education >
Volume 46, 2017 - Issue 3: Youth purpose around the world

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Original Articles

Enhancing life purpose amongst Thai adolescents

Karnsunaphat Balhip , Wilfred McSherry, Usanee Petchruschatachart, Siriwan Piriyaakontorn & Pranee Liamputtong

Pages 295-307 | Published online: 23 Aug 2017

Cite this article <https://doi.org/10.1080/03057240.2017.1347089> Check for updates

[Full Article](#) [Figures & data](#) [References](#) [Citations](#) [Metrics](#) [Reprints & Permissions](#) [Read this article](#)

Abstract

This article describes experiences that enhanced life purpose in 21 Thai adolescents living in Southern Thailand. Thailand is undergoing rapid change from technology, a globalizing economy, and shifting social norms. A phenomenological analysis of in-depth interviews and stories to better understand how Thai youth themselves experience and describe their life purposes revealed two main themes. First, enhancing life purpose is a trial-and-error process that integrates receiving a good opportunity, being urged by others to contemplate the question “What will you do when you grow up?” and having a positive role model. Second, enhancing life purpose is about accomplishing in life through love of self, gratitude to beneficent others, and sacrifice and awareness of responsibility towards society. Findings provide insights for parents, school nurses and teachers to assist adolescents to enhance life purpose.

Keywords: Adolescence dignity life purpose qualitative research Thailand

Open Access

Article

Spirituality and Dignity of Thai Adolescents Living with HIV

by Karnsunaphat Balhip ^{1,*} , Wilfred McSherry ^{2,3,4} and Kittikorn Nilmanat ⁵

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Download

Versions Notes

Abstract

(1) Background: Adolescents are a key asset and resource for the social and economic development of any country, with the potential to make a significant contribution to their families, communities and countries. Healthy and educated adolescents are important. However, there are still significant rates of death, illness and disease among adolescents in some countries, where HIV is one of the most prevalent causes of death in this group. Adolescents living with HIV may experience and encounter social restrictions and physiological limitations. Therefore, this investigation explored whether the concepts of spirituality and dignity had any relevance to participants sense of meaning and purpose and whether these had any impact upon their health and well-being (2) Methods: A qualitative descriptive design was used involving twenty-two adolescents living with HIV attending one regional hospital in Southern Thailand. One to one interviews and descriptive diaries were used to collect the data and thematic analysis enabled the identification of attributes of spirituality and dignity. (3) Results: The findings revealed that spirituality and dignity were present in the lives of Thai adolescents living with HIV expressed in the main category of living life responsibly. This comprised of six themes: (a) Understanding the disease and accepting the truth about life, (b) Maintaining hope for a cure, (c) Focusing on life’s purposes, (d) Making life choices, (e) Caring for oneself and (f) Responsibility towards other. (4) Conclusions: The findings provide helpful insights for parents, nurses, and other health professionals supporting adolescents living with HIV to obtain a holistic, dignified approach to care that includes attention to the spiritual dimension.



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The Evidences (Cont.)

The current issue and full text archive of this journal is available on Emerald Insight at:
<https://www.emerald.com/insight/2586-940X.htm>

Effect of a purpose in life program on the wellness of Southern Thai adolescents

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A program on
the wellness of
Thai
adolescents

265

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Accepted 15 October 2020

Abstract

Purpose – The study aimed to examine the effect of a purpose in life (PIL) program on the wellness of Thai adolescents.

Design/methodology/approach – Two schools located in municipalities in southern Thailand were selected by simple random sampling. Students from each school were randomly allocated to either an experimental group ($n = 35$) or a control group ($n = 32$). The experimental group received the PIL program for 16 weeks. The control group received the routine education program. Participants' wellness was measured using the Wellness Scale (WS). The WS was validated for content validity by five Thai experts and tested for reliability with 30 junior high school students, yielding the Cronbach's alpha coefficient of 0.84. The differences in the mean score of wellness across time were analyzed using repeated measures ANOVA.

Findings – The mean scores of wellness of the experimental group and the control group were statistically significantly different across time ($p < 0.001$). Post hoc tests in the experimental group showed a statistically significant difference in the mean scores of wellness between Week 1 and Week 16, Week 1 and Week 20 and Week 16 and Week 20 ($p < 0.05$). In the control group, the results showed a statistically significant difference in the mean scores of wellness between Week 1 and Week 20 and Week 16 and Week 20 ($p < 0.05$).

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Original Research

Achieving Fulfilment in Life: Cultivating the Mindset of Gratitude Among Thai Adolescents

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and Wilfred McSherry^{3,4}

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Abstract

Gratitude plays a significant role in nurturing holistic health and wellbeing in adolescent. However, cultivating the mindset of gratitude is associated with several factors, in particular, culture and religion. Therefore, an opportunity exists for studies to be undertaken, exploring gratitude specifically within the Thai culture. This grounded theory study aimed to understand how Thai adolescents cultivated a mindset of gratitude. Data were gathered from 27 participants, aged 15 to 19 years. Purposeful and theoretical sampling techniques were used to select participants. Data were collected through in-depth interviews, written stories, and drawn pictures. Data analysis was guided by Strauss and Corbin's grounded theory. The core category of "Achieving Fulfilment in Life"—reflecting the process of cultivating the mindset of gratitude among Thai adolescents—comprised three categories: (a) condition: appreciating the value of oneself and others; (b) strategies: committing to live life on a positive life path; and (c) consequence: attaining true happiness. The findings illustrated the processes involved in cultivating the mindset of gratitude, highlighting how this may help in the development of a holistic health promotion program using the concept of gratitude to enhance the health and wellbeing of adolescents.

Keywords

adolescent, gratitude, grounded theory, holistic, purpose in life

Background and Purpose

Adolescence is a time to establish holistic health characteristics. However, in a changing and uncertain world, adolescents face a multitude of influences that are comparatively new to their generation. They encounter many challenges in their developmental trajectories that may cause physical, psychological, and spiritual problems. Globally, as of 2016, approximately half of the mental illnesses start by the age of 14, but most cases go undetected or untreated. Suicide is one of the common causes of death among adolescents (World Health Organization, 2018).

Gratitude may be a key for enabling adolescents to escape from the negative influences in the modern world, where there is often an over-emphasis on materialism and wealth (Froh et al., 2011). Raising awareness of gratitude may shift the focus from a preoccupation with oneself to a greater awareness of the needs of others and what others do for them. The cultivation of gratitude can be a life asset or a personal resource (Duprey et al., 2020) that might be an effective mechanism to promote holistic wellbeing and nurture healthy adolescents (Wood et al., 2010). Holistic wellbeing is having

an awareness of all the different dimensions of oneself: physical, psychological, social, and spiritual. This awareness is important because it may enable the cultivation of behaviors that can maintain health and wellbeing, such as healthy eating, taking regular exercise, and avoiding risk-taking behaviors.

Gratitude motivates moral behavior and has a positive association with a sense of pleasure, social relationships, and interconnectedness (Emmons, 2010, 2012; Wood et al., 2010), optimism, life satisfaction (Froh et al., 2008), self-esteem (Emmons, 2010, 2012), self-value (Rash et al., 2011), positive behavior (Noor et al., 2018), and life satisfaction (Duprey et al., 2020). Gratitude may help

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The Evidences (Cont.)



Collegian

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Living life for others: Purpose in life among Thai nursing students

Karnsunaphat Balthip , Pimpanit Pasri, Palida Nudla

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<https://doi.org/10.1016/j.colegn.2021.09.008>

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Abstract

Background

Purpose in life (PIL) is essential for adolescents to flourish. However, there has been little research to help understand the process of nurturing purpose in life among Thai nursing students.

Aim

This grounded theory study aimed to describe the process of nurturing purpose in life among Thai nursing students.



Kasetsart Journal of Social Sciences

journal homepage: <http://kjss.kasetsart.org>



Development of a purpose in life scale for Thai adolescents: A mixed-method study

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Article Info

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Keywords:

mixed-method,
purpose in life,
scale development,
Thai adolescent

Abstract

Purpose in life (PIL) is a crucial component of positive youth development. Understanding and promoting PIL requires a suitable assessment tool. This study aimed to develop and test the validity and reliability of the Purpose in Life Scale for Thai Adolescents (PILTA), to support PIL assessment in non-western countries. The study utilized: (1) item generation among 27 students; (2) scale construction among 540 students; and (3) scale evaluation among 2,466 students. Results showed that the PILTA is appropriate to measure adolescents aged 15–19 in the Thai context. The scale comprised 95 questions, categorized into seven components: (1) connectedness to oneself and others; (2) meaning of life; (3) self-worth; (4) goal orientation; (5) self-belief; (6) determination; and (7) gratitude to oneself and others. The model fit-test showed that the PILTA had a good fit with the observed data ($\chi^2 = 7.83$; $df = 9$; $p = .551$; Comparative Fit Index = 1.00; the Goodness of Fit Index = .99; the Adjusted Goodness of Fit Index = .98; the Root Mean Square Error of Approximation = .000; $\chi^2/df = .87$). The Cronbach's alpha for the scale was .92. The PILTA had a significant positive correlation with the Seeking of Noetic Goals Scale and the PIL scale but had a significant negative correlation with the Beck Hopelessness Scale. The development of country norm measurement showed a normal T-score ranging from T22 to T67. In conclusion, the PILTA is a culturally sensitive assessment of PIL. It adds an explanation of the “process” of assessing PIL.

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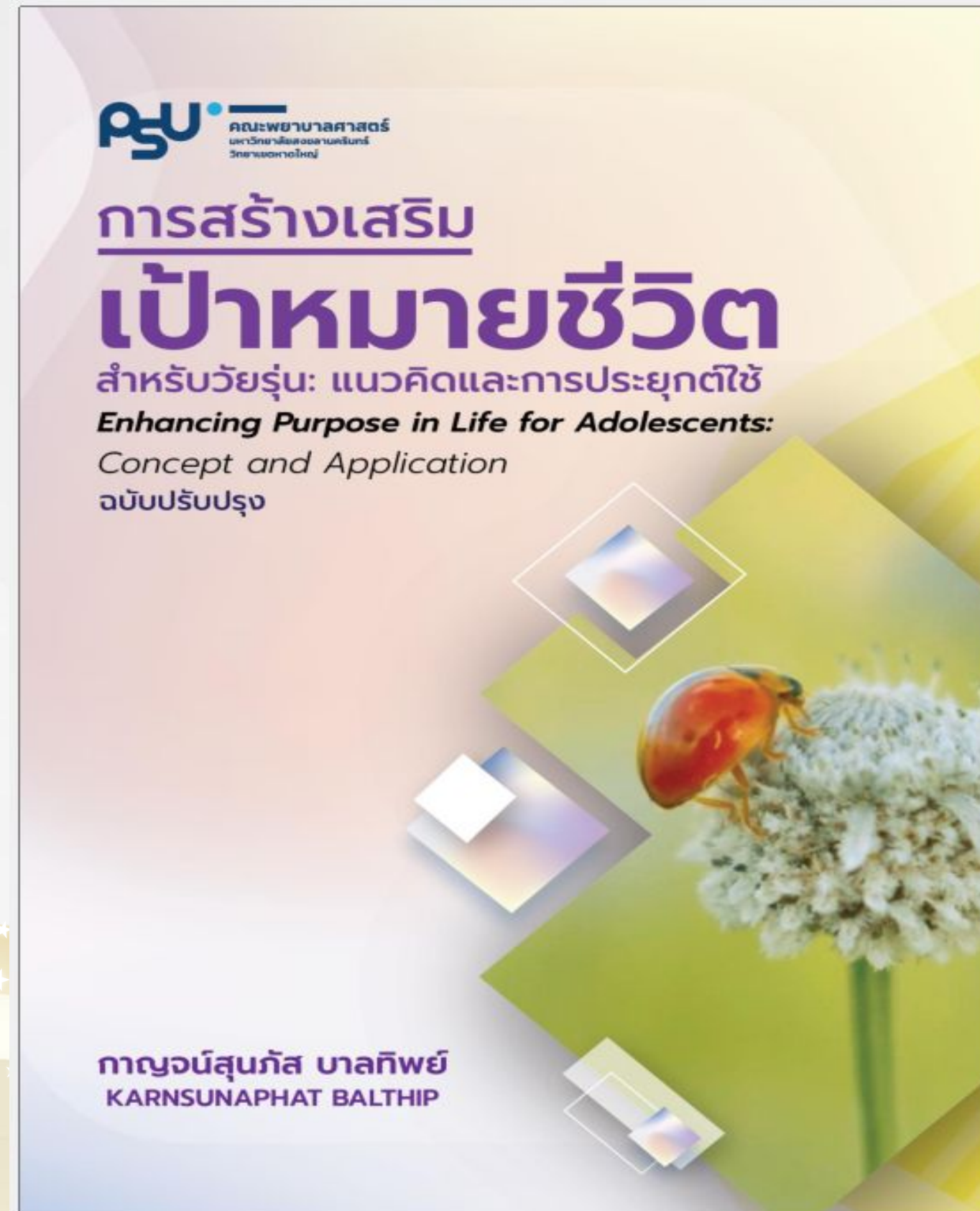
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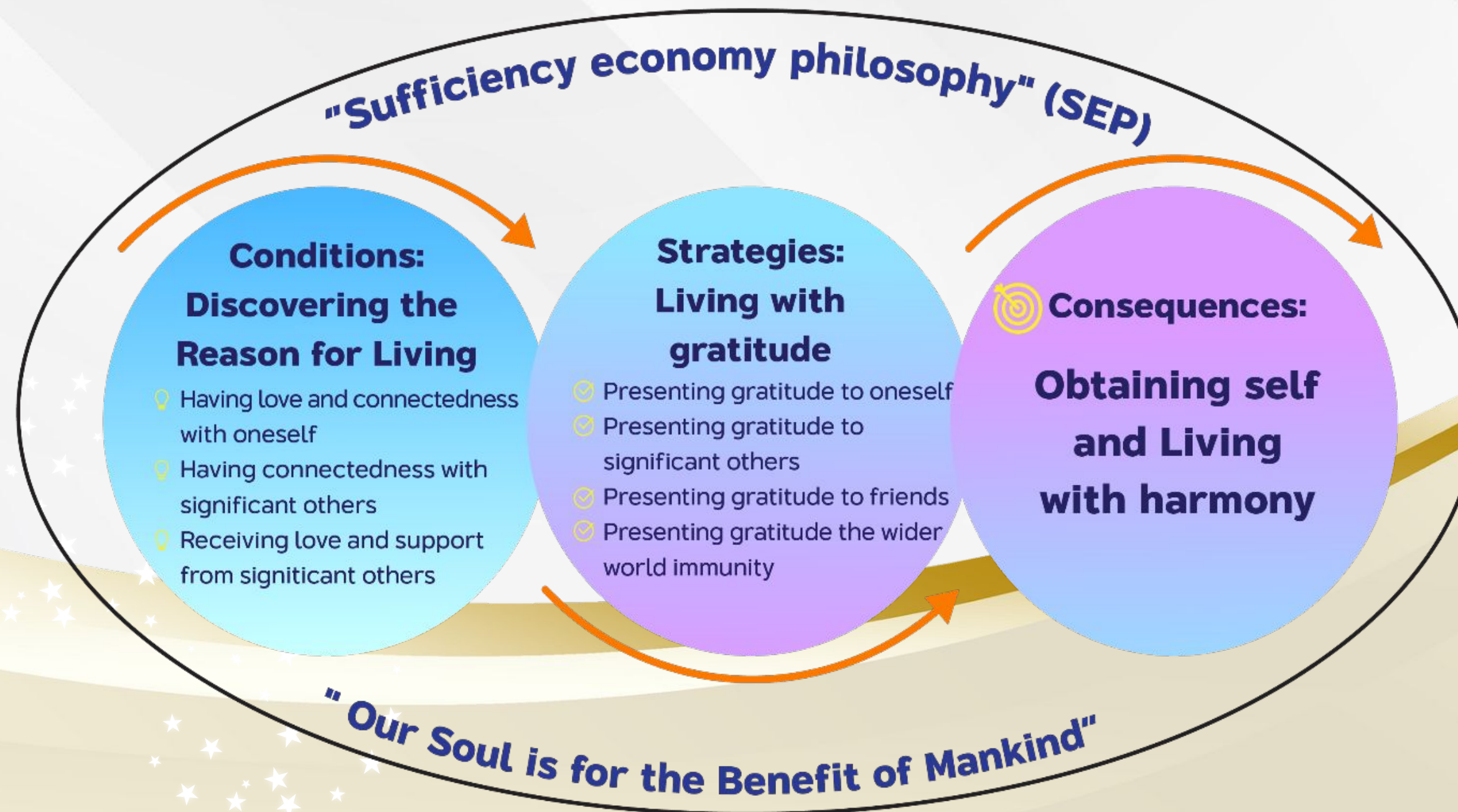
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A Substantive Theory: Living Life with Wisdom for Oneself and Others





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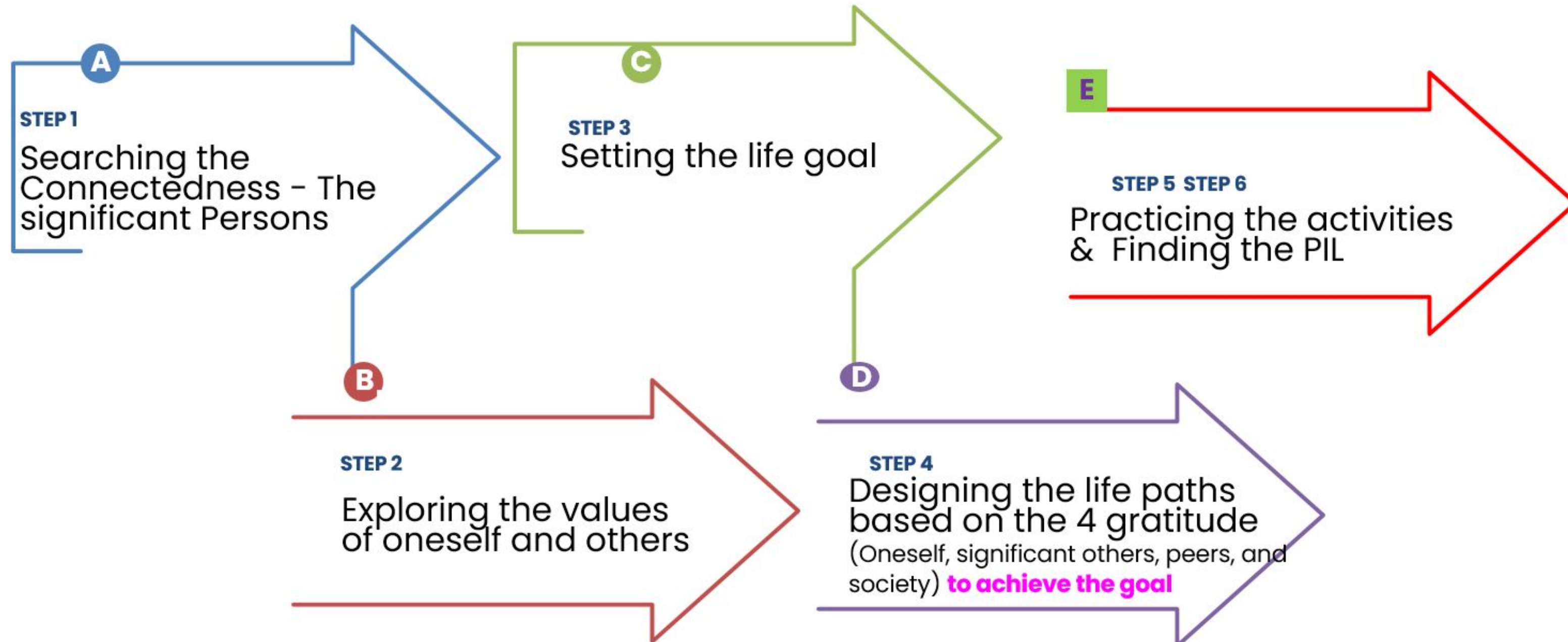


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Steps of Enhancing Purpose in Life: Practice Research – Teaching (Undergraduate & Graduate)– Academic Services





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The Value of Qualitative Research : Ensuring Rigor – Credibility - Standards





Table 1 Consolidated criteria for reporting qualitative studies (COREQ): 32-item checklist

| No | Item | Guide questions/description |
|--|--|---|
| Domain 1: Research team and reflexivity | | |
| Personal Characteristics | | |
| 1. | Interviewer/facilitator | Which author/s conducted the interview or focus group? |
| 2. | Credentials | What were the researcher's credentials? <i>E.g. PhD, MD</i> |
| 3. | Occupation | What was their occupation at the time of the study? |
| 4. | Gender | Was the researcher male or female? |
| 5. | Experience and training | What experience or training did the researcher have? |
| Relationship with participants | | |
| 6. | Relationship established | Was a relationship established prior to study commencement? |
| 7. | Participant knowledge of the interviewer | What did the participants know about the researcher? <i>e.g. personal goals, reasons for doing the research</i> |
| 8. | Interviewer characteristics | What characteristics were reported about the interviewer/facilitator? <i>e.g. Bias, assumptions, reasons and interests in the research topic</i> |
| Domain 2: study design | | |
| Theoretical framework | | |
| 9. | Methodological orientation and Theory | What methodological orientation was stated to underpin the study? <i>e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis</i> |
| Participant selection | | |
| 10. | Sampling | How were participants selected? <i>e.g. purposive, convenience, consecutive, snowball</i> |
| 11. | Method of approach | How were participants approached? <i>e.g. face-to-face, telephone, mail, email</i> |
| 12. | Sample size | How many participants were in the study? |
| 13. | Non-participation | How many people refused to participate or dropped out? Reasons? |
| Setting | | |
| 14. | Setting of data collection | Where was the data collected? <i>e.g. home, clinic, workplace</i> |
| 15. | Presence of non-participants | Was anyone else present besides the participants and researchers? |
| 16. | Description of sample | What are the important characteristics of the sample? <i>e.g. demographic data, date</i> |
| Data collection | | |
| 17. | Interview guide | Were questions, prompts, guides provided by the authors? Was it pilot tested? |
| 18. | Repeat interviews | Were repeat interviews carried out? If yes, how many? |
| 19. | Audio/visual recording | Did the research use audio or visual recording to collect the data? |
| 20. | Field notes | Were field notes made during and/or after the interview or focus group? |
| 21. | Duration | What was the duration of the interviews or focus group? |
| 22. | Data saturation | Was data saturation discussed? |
| 23. | Transcripts returned | Were transcripts returned to participants for comment and/or correction? |
| Domain 3: analysis and findings | | |
| Data analysis | | |
| 24. | Number of data coders | How many data coders coded the data? |
| 25. | Description of the coding tree | Did authors provide a description of the coding tree? |
| 26. | Derivation of themes | Were themes identified in advance or derived from the data? |
| 27. | Software | What software, if applicable, was used to manage the data? |
| 28. | Participant checking | Did participants provide feedback on the findings? |
| Reporting | | |
| 29. | Quotations presented | Were participant quotations presented to illustrate the themes / findings? Was each |

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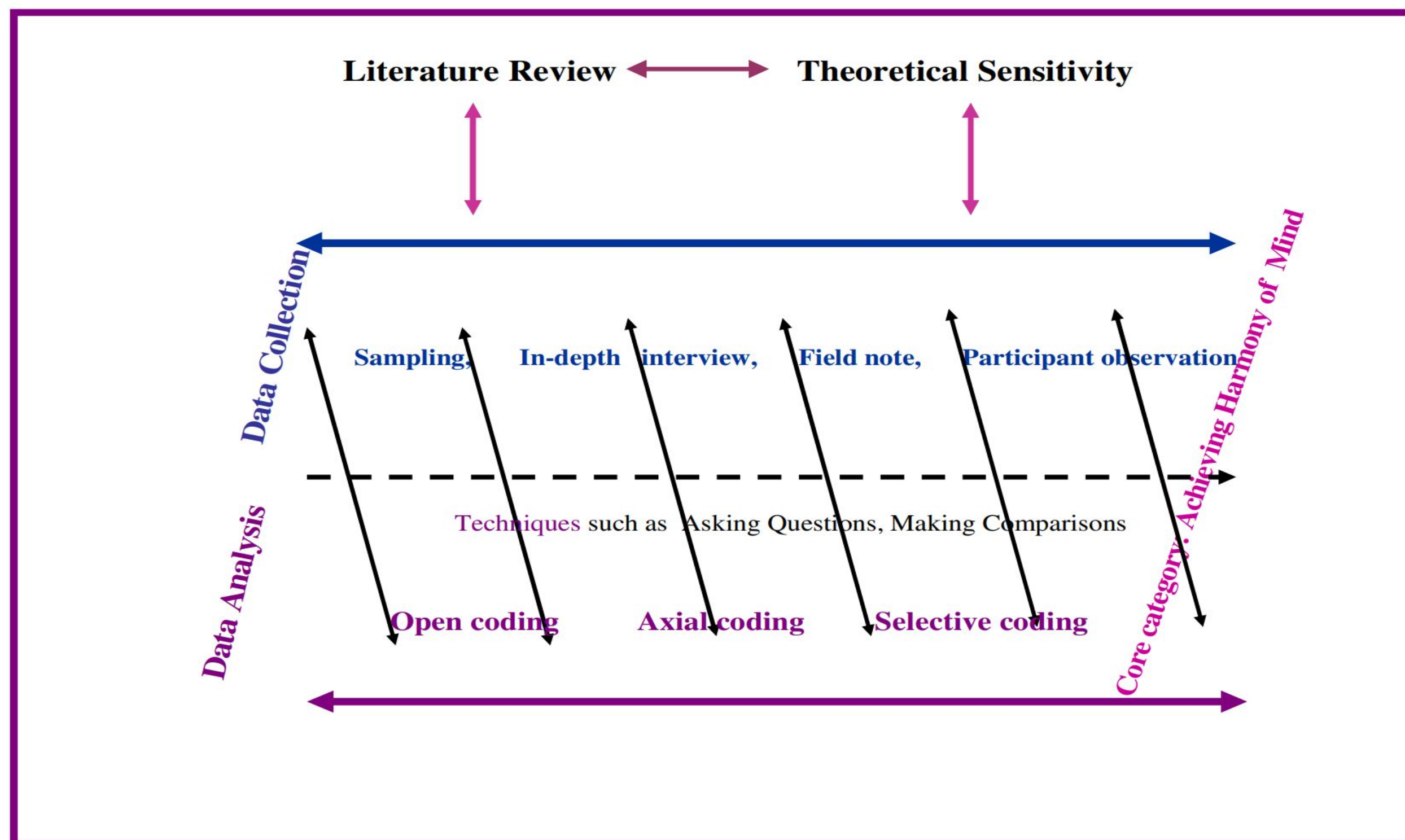


Figure 3.1: The relationships among literature review, data collection, data analysis and

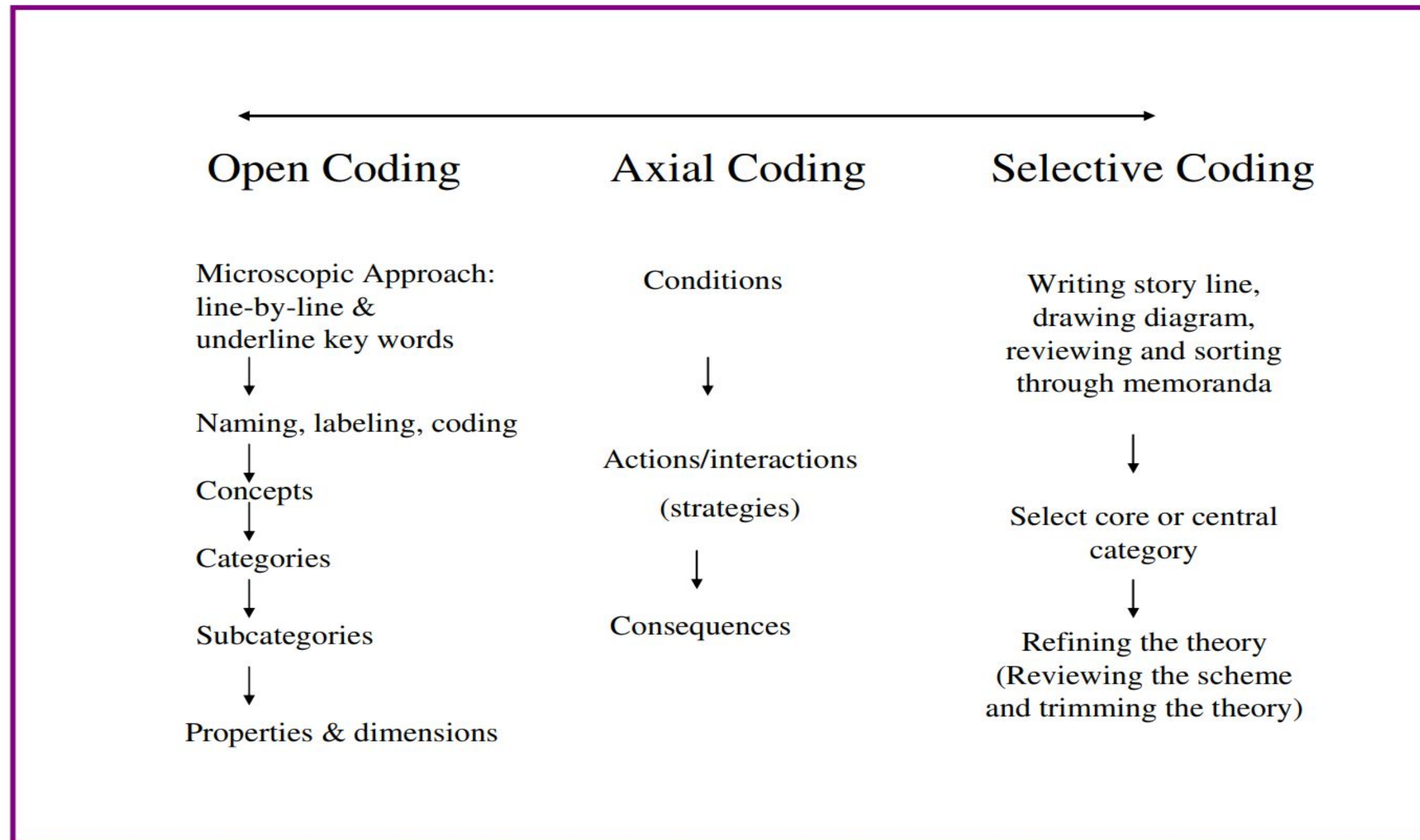


Figure 3.2: The process of data analysis: open coding, axial coding, and selective



Table 3.1: Open coding of “HIV turned life upside down” concept

| Excerpt from data | Codes | Concept |
|--|--|--|
| <p>I think that what’s happening to me is really <u>serious</u>... very <u>painful</u>! <u>HIV has changed my life</u>... It (HIV) extremely <u>changes</u> my life. My <u>hope changed</u>. <u>Not the same</u>... <u>Everything has changed</u> either the <u>society or even mind</u>. Mind is the most important that in my mind always think that <u>I’m different from others</u>, normal people... Especially when I <u>live with normal people</u>, I keep thinking that <u>I’m different from others</u>. We are <u>not the same</u> (Pee Ning, 27 March, 2006).</p> <p>Basically, I think <u>everyone has hope</u>... <u>I also have hope</u> but... <u>this disease changes my life</u>... It is extremely changed!! <u>In the past I had a lot of hope</u>...I hoped to <u>help my mother</u>. I hoped to work... <u>All changed</u>... <u>Life turned upside down</u>. In the moment of knowing my diagnosis, I felt <u>absolutely lost</u>. My <u>hopes disappeared</u>. I <u>hoped</u> to work but it <u>shut down</u> (Nong Wut, 24 April,</p> | <p>HIV changed life. [How, why, when?]</p> <p>Everything in her life changed.</p> <p>HIV makes different from others.</p> <p>HIV makes her (mind) feel different from others who are normal people. [How, why, how often?]</p> <p>HIV changed life.</p> <p>HIV shut down hope.</p> <p>HIV turned life upside down. HIV causes loss. Loss of hope in working.</p> | <p>HIV turned life upside down.</p> |



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Dr.OOOOO

