



Course Specification

Institution School of Nursing **Department** Adult and Elderly Nursing Group
Curriculum พยาบาลศาสตรบัณฑิต (หลักสูตรใหม่ พ.ศ. 2565)

Section 1 General Information

BNE 396	Elderly Nursing Practicum	2 (0-6-3)
Co-requisite	-	
Pre-requisite	BNE 323 Nursing Care for the Elderly	
Semester	2/2567	
Group	11	
Type of the course	<input type="checkbox"/> General course <input checked="" type="checkbox"/> Professional course: Practicum <input type="checkbox"/> Elective course	
Course coordinator	1) Dr. Nuttapol Yuwanich 2) Assistant Professor Orathai Reantippayasakul	
Course Instructor	1) Assistant Professor Suthisri Trakulsithichoke 2) Assistant Professor Orathai Reantippayasakul	
Date of Course development or latest adjusted course	January 5, 2025	

Section 2 Purpose and Objectives

1. Purposes / Aims of field experience.

The overall purpose of the course is to provide the opportunity for students to practice nursing care for elderly people in real situations focusing on health promotion and degenerative prevention.

The specific aims of practicum experiences are:

- 1) Demonstrate a person-centered approach to care planning using valid and reliable evidence-based tools which include the older person/family member in appropriate goal setting.
- 2) Demonstrate proper nursing care focusing on health promotion and prevention of further degeneration of the elderly.
- 3) Apply the knowledge of the older person's specific physiological and psychosocial needs in planning and implementing care.
- 4) Practice in an ethical manner that reflects, knowledge, insight, and clinical judgment in the management of patients.
- 5) Demonstrate specific knowledge of pharmacological issues in Gerontological nursing practice focusing on rational drug use (RDU).
- 6) Demonstrate a crucial understanding of the aging process and theories of aging.

2. Advising/Coaching/Counseling hours/week

Advisor(s) for the course will be assigned and clearly announced during the course orientation. Course instructors will give advice for the students, individuals or groups, at least 2 hours/per week

Advisor Names	Room	Contact Information	Schedule
Dr. Nuttapol Yuwanich	Building 4 Room. 408	e-mail: nuttapol.y@rsu.ac.th	Monday 2–4 p.m.
Asst. Prof. Suthisri Trakulsithichoke	Building 4 Room. 408	e-mail: suthisri.t@rsu.ac.th	Monday 2–4 p.m.
Asst. Prof. Orathai Reantippayasakul	Building 4 Room. 408	e-mail: nipa.ki@rsu.ac.th	Monday 2–4 p.m.

3. Course Learning Outcomes (CLOs)

- 1) Respect cultural differences, economics, legal and ethical issues as well as to protect the patient rights equally (SubPLO 1.3).
- 2) To be knowledgeable and understand the key concepts of the science of nursing and midwifery and the health system involving health promotion and prevention of further degeneration of the elderly (SubPLO 2.3).

3) Be able to use the essential data to analyze health problems and design nursing services and innovations for individual patients (SubPLO 3.3).

4) Be able to work with the multidisciplinary healthcare team to provide healthcare services and reflect their own opinions. Respect other people's opinions (SubPLO 4.3).

5) Communicate clinically with service providers, families, and interprofessional teams using mathematical, and statistical principles and using digital technology to investigate evidence daily for use in nursing service design (SubPLO 5.3).

6) Apply the nursing process in a clinical practice comprehensively. Use evidence-based, Laws and professional ethics with kindness, compassion, and generosity. Concern the patient rights and cultural diversity (SubPLO 6.2).

Section 3 Student's Learning Outcome Development

Learning Outcome	Process	Evaluation
1. Ethics and Morality - Respect cultural differences, economics, legal and ethical issues as well as protect the patient's rights equally.	1. Discussion on characteristics of nurse as followings: respect to client, responsibility, discipline, honesty and being health role model. 2. Students and / or instructor select a case or an issue involving ethical issues then discuss on the selected cases using these question guidelines. - Identify the problem situation affecting to the patient? Such as what is the problem? What are the probable causes of the problem? How serious of the problem? and How nurses are affected to the problem? - Discuss on how the student could solve the problem regarding to the professional ethic.	1. Instructor observes and records students' performance as followings: - Respect for the client. - Responsibility. - Discipline. - Honesty. - Being a healthy role model. 2. Group discussion on ethical issues and elderly rights.
2. Knowledge - To be knowledgeable and understand the key concepts of the science of nursing and midwifery and	1. Assign the clients to students for at least one person / week. Discuss with the students during the pre-post conference regarding aging theory,	1. The student's question - answer while the pre-post conference. 2. The student's demonstration of proper nursing care performance.

Learning Outcome	Process	Evaluation
the health system involving health promotion and prevention of further degeneration of the elderly.	<p>physiologic changes, the pathology of the underlying disease, symptoms, treatment, and then presented to the group.</p> <p>2. Discussion about the case assignment and the instructor explain and describe the content for more understanding.</p> <p>3. Instructors provide clinical teaching to improve the student's knowledge and experience.</p>	<p>3. Nursing report and nursing care plan that reflects the appropriate plan of care for the assigned client.</p> <p>4. Examination after practice Pass/Fail.</p>
<p>3. Cognitive skills:</p> <p>- Be able to use the essential data to analyze health problems and design nursing services and innovations for individual patients.</p>	<p>1. Student identify his/her strength and weakness in learning and practice and how could he/she improve his/her ability.</p> <p>2. Nursing round: student presents his/her assigned case about the nursing problems, supporting data, nursing care plan.</p> <p>3. Pre-post conference: Discuss about the plan, nursing outcome, and how does the student adjust the plan.</p>	<p>1. Nursing care plan.</p> <p>2. Health teaching plan.</p> <p>3. Case study presentation.</p> <p>4. Pre-post conference.</p> <p>5. Reflection report: Student meets instructor once a week to discuss about what they have experienced and learned.</p>
<p>4. Interpersonal skills and responsibilities</p> <p>- Be able to work with the multidisciplinary healthcare team to provide healthcare services and reflect their own opinions. Respect other people's opinions.</p>	<p>1. Course orientation and clinical setting orientation.</p> <p>2. Each student will provide nursing care to an assigned case per week.</p> <p>3. Student works as a nursing team member and coordinate to the nurses and other health team: - participate in change shift report - Pre-post conference</p>	<p>1. Assess student's communication skill to patient and health team.</p>
<p>5. Analytical and numerical skills, communication, and media skills</p> <p>- Communicate clinically with service providers, families, and interprofessional teams using</p>	<p>1. Select students' cases and discuss on the following aspects:</p> <p>- Calculate the energy available from food and /or calculate calorie of Blenderized diet (if available).</p>	<p>1. Nursing performance.</p> <p>2. Health teaching plan.</p> <p>3. Performance of health. teaching to an assigned case.</p> <p>4. Case study presentation.</p>

Learning Outcome	Process	Evaluation
mathematical, and statistical principles and using digital technology to investigate evidence daily for use in nursing service design.	<ul style="list-style-type: none"> - Calculate medication dose. 2. Assign student to give a health teaching to an assigned patient. 3. Assign students to work in group to present a case study. 	
6. Nursing skills - Apply the nursing process in a clinical practice comprehensively. Use evidence-based, Laws and professional ethics with kindness, compassion, and generosity. Concern the patient rights and cultural diversity.	<ul style="list-style-type: none"> 1. Assign a patient per week to each student. 2. Supervise nursing students' performances providing nursing care to the assigned case. 3. Review the students' clinical experience record to ensure that the students achieve the required fundamental nursing skills. 	<ul style="list-style-type: none"> 1. Assess nursing performance in providing nursing care to the assigned case. 2. Record the nursing performance and behavior of students.

Section 4 Working Process

1. Course description

Nursing practicum for the elderly, slowing down the deterioration, illness prevention; nursing care for elderly with geriatric syndrome and chronic illness, rehabilitation, reasonable use of drugs and health products, management of care based on dependency level, long-term care or end of life care, safety, laws, and professional code of ethics in caring of the elderly, application of pathophysiology and pharmacological knowledge, administering medication safely, and tobacco consumption control.

2. Student Activities

- Participate in course orientation and clinical orientation.
- Develop a nursing care plan that responds to the basic needs of the assigned client.

The nursing care plan could be adjusted regarding the change in the client's data. Each student has to develop a nursing care plan for a case per week.

- Work as a member of the nursing team to provide nursing care that responds to the elderly's needs regarding their basic need, health promotion, and prevention among the elderly and/or covers 4 dimensions of the nurse's role (if needed) to a patient/week.

- Develop an individual teaching plan that responds to the elderly's needs, health promotion, and prevention among the elderly of the assigned client and provide health education to the client at least one time.

- Calculate calories, and energy needs, and administer medication doses of the assigned case focusing on medication safety and RDU for the elderly.

- Report and record nursing care, and health education including evaluation provided to the assigned client.

- Pre-conference the assigned case in everyday focus on health problems and nursing care.

- Post-conference the assigned case everyday focus on the nursing outcome.

- Group discussion on a selected case regarding: The patient's right, nursing ethical principles. The characteristics of the nurse are as followings: respect for the client, responsibility, discipline, honesty, and being a healthy role model.

- Nursing round: present and/or participate in the nursing round once a week.

- Case conference: present a case study and participate in sharing and discussing.

- Self-evaluation and self-reflection with the instructor once a week.

3. Assignments

- Tasks assigned to each student are as follows:

Assignments	Due date of report submission	Remarks
1. Providing nursing care to a patient /week or until the patient is discharged.	-	Instructors will assign a patient in the first day of each week.
2. Writing a nursing care plan of assigned case once a week	- Submit the complete report and nursing care plan to the instructor on the second day of the week in the morning after preconference.	
3. Health teaching plan and educating patient	- Submit the health teaching plan 1-2 days in advance before teaching.	Student has to inform instructor the teaching day within the first week of practice.
4. Group work. A case study presentation	Submit the PowerPoint. presentation on 14 th February 2025. And on 27 th March 2025	Student informs instructor of a selected case on 7 th February 2025. (1 st group)The case study presentation will be held on 19th February 2025. And the

Assignments	Due date of report submission	Remarks
		2 nd group selected case on 21 st February 2025. (1 st group) The case study presentation will be held on 28 th March 2025.
5. Record clinical experiences	Submit the clinical experience record to the clinical instructor on <u>every Monday</u> to review.	
6. Reflection report	Every Friday if possible	Each student will meet his/her instructor once a week.

4. Following up on the learning outcomes of students

- Assess the nursing care plans and health education plans and give feedback to the students.
- Attend the group discussion on the characteristics of nurses and ethical issues.
- Evaluate the pre-post conference, nursing round, and case conference.
- Evaluate the nursing care plan.

5. Responsibility of preceptor in a clinical setting

- Provide ward orientation and guidelines for the nursing practice of the ward.
- Provide clinical space and provide or help arrange a variety of patient encounters and necessary learning experiences for students.
- Participate in supervising, demonstrating, and teaching the students in clinical activities.
- Participate in pre-conference and/ or post-conference.
- Participate in the evaluation of the student's clinical skills and knowledge.

6. Responsibility of Instructor/Supervisor

- Provide course orientation.
- Supervise, demonstrate, and teach the students in clinical activities to develop the student's skills and ensure proper patient care.
- Review with the students the "Goals and Objectives" of the course to identify the problem areas and provide specific teaching demonstrations for the student or other instructions to resolve these problem areas.

- Evaluate the student's clinical skills and knowledge base through the following mechanisms: Direct supervision, observation, and teaching in the clinical setting. Evaluate all written reports comprising: the nursing care plan and the health teaching plan, and afterward give feedback to the student. Attend and participate in clinical conferences such as pre-post conferences, nursing rounds, and case conferences.
- Facilitate relations between the student and the health care team in the practice site.
- Arrange the clinical evaluation between the student and the staff nurses, student, and instructor.

7. Student Preparation / Orientation and Assistance

- Provide course orientation and information about the practical site.
- Provide nursing students opportunities to practice essential nursing skills in the laboratory.
- Provide the list of multimedia available for students to use in the lab and/or borrow to self-study.
- Arrange transportation for students to travel to the practice site.

8. Facilities and support required from a clinical setting.

- Library or study room that could provide some textbooks and journals.
- Meeting room or clinical space for group discussion and/or case conference

Section 5 Planning and Preparation

1. Identify the clinical setting for the practice.

One of the elderly nursing homes and one of the health promotion hospitals are selected as a clinical setting to facilitate the learning opportunity for students to achieve the goals and objectives of the course. The clinical settings are:

- Diamond Life Nursing Center.
- Health Service Center District 4, Pathumtani.
- Health Service Center District 3, Pathumtani.
- Jin Wellbeing County

2. Student Preparation

- Course Orientation.
- Review elderly nursing care principles and skills, elderly health assessment using Basic geriatric screening (BGS), and briefly fundamental nursing skills such as vital signs, and medications.

3. Instructor / Supervisor preparation

- Arrange a clinical instructor meeting to explain the details of the course as follows: objective, learning outcomes, learning, and teaching methods, assignments, and study guide.

4. Preceptor Preparation

- Arrange a meeting between the administrative team and the school's instructors to present the course and discuss the collaboration that is needed from the ward.

5. Risk Management

- The clinical instructor always remains on-site when the student is on-site for the training. The instructor must collaborate with the staff nurse and ask for assistance whenever needed.
- Identify risk factors that could happen from the practice and arrange a group discussion on how to minimize the risk.
- Early notification to the head program and the responsible person to have early problem-solving.

Section 6 Student Evaluation

1. Evaluation criteria

The evaluation consists of 2 parts, Nursing practice evaluation (see Nursing practice evaluation form and Behavior and Personality evaluation (see Behavior and Personality). Total marks are 100% to be distributed as follows:

Learning outcome	Learning process	Week	Evaluation
1. Ethical and Moral	Behavior and Personality evaluation in clinical practice	1-4	Pass/ Fail, (The pass is over 80 %)
2. Knowledge 3. Cognitive skills 4. Interpersonal skills and responsibilities	Nursing practice according to a nursing practice assessment form.	1-4	70 %
5. Analytical and numerical skills, communication and media skills 6. Nursing skills	- Performance of health teaching to an assigned case.	1-4	10 %
	- Nursing care plan	1-4	10 %
	- Report and Performance of case conference presentation to an assigned case.		10 %

Total marks are 100% to be distributed as follows:

1) Behavior and Personality: The evaluation consists of are 4 items: practicing in accordance with a professional ethic, practicing by morality, leadership, and communication skills. Each item **MUST** be **PASS** then nursing practice evaluation could be assessed.

2) Nursing Practice 70%. The assessment focuses on applying the nursing process which is assessment, nursing diagnosis, nursing care plan, nursing intervention, and evaluation 70%.

3) Teaching skills as an individual or group project in the healthcare environment/community is defined as teaching focused on and directly involving patients/community and their problems, accounting for 20%.

4) Case conference 10 %.

2. Evaluation Process

- Assess the nursing practice and performances of students each week and record in the anecdotal record to provide information on the progress of the student to help develop students' clinical competencies.

- Assess writing reports: nursing care plan, health teaching plan.

- Assess health teaching to an assigned case of a student.

3. Responsibility of Preceptor in Evaluation

Participate in the evaluation of the student's clinical skills and knowledge.

4. Responsibility of Instructor/supervisor in Evaluation

- Gather the evaluation record of the instructors and determine the grade level of each student based on the criteria.

- The grading result of each student group will be reviewed respectively as follows:

- 1) reviewed with the teaching team.
- 2) reviewed with the administration committee.
- 3) reviewed with the nursing standard control committee.

5. Conclusion of different evaluation

Arrange an instructor meeting to discuss the student practice and make decisions together.

Section 7 Evaluation and Improvement Plan

1. The evaluation process is done by

1.1 Student: The evaluation process consists of unit evaluation and course evaluation.

The feedback from students will provide information about their achievement in the practice, the appropriateness of assignments, the clinical placement, and suggestions.

1.2 Preceptor or head nurse:

The preceptor or head nurse assesses each student using the school's performance assessment.

form. At the end of the course, a meeting will be arranged to evaluate the course. Nursing administrators and head nurses who are involved in the student practice will participate in the evaluation process.

1.3 Instructor / Supervisor:

Each student will be assessed through practice by the clinical instructor. The evaluation focuses on developing the better performance of students. The clinical instructor will assess the student performance, the clinical setting, the learning and teaching process, and the problems that affect learning and teaching.

2. Reviewing process and improvement plan:

The course coordinator concludes the evaluation of the students, preceptors, and all clinical instructors within one week after the end of the course. The evaluation result will be presented to the instructor team for information to improve the course. The course evaluation will be written in the RQF 6 form.

3. Rechecking the study result:

From the last academic year, the students suggest changing the area of practicum to be in accordance with the objective of the course. Thus, the clinical settings have been changed in this academic year.

Learning and Teaching Resource

Kennedy-Malone, L., Fletcher, K. R., & Plank, L. M. (2014). *Advanced Practice Nursing in the Care of Older Adults*. F.A. Davis Company.

LeMone, P. T., Burke, K. M., Bauldoff, G., & Gubrud-Howe, P-M. (2020). *LeMone and Burke's Medical-Surgical Nursing: Critical thinking in Patient Care* (8th ed.). Upper Saddle River, New Jersey: Pearson.

Bauldoff, G., Gubrud, P., & Caron, M. (2019). *LeMone and Burke's Medical-Surgical Nursing: Critical thinking in Patient Care*. 7th Edition. Upper Saddle River, New Jersey: Pearson.

Elipoutos, C. (2014). *Gerontological Nursing* (8th ed.). Philadelphia: Wolters Kluwer | Williams & Wilkins.

Harding, M. M., Kwong, J., Roberts, D., Reinisch, C., & Hagler, D. (2019). *Lewis's medical-surgical nursing: Assessment and management of clinical problems* (11th Ed.). Elsevier-Health Sciences Division.

Tetley, J., Cox, N., Jack, K., & Witham, G. (2018). *Nursing older people at a glance*. John Wiley & Sons.

Appendix

คณะพยาบาลศาสตร์ มหาวิทยาลัยรังสิต (School of Nursing, Rangsit University)

ตารางการฝึกปฏิบัติวิชา BNE 396 Elderly Nursing Practicum ภาคการศึกษาที่ 2 / 2567 (2 Cr.)

Group 1 from 22 January to 19 February 2025

กลุ่ม	ชื่อ-สกุลนักศึกษา	Jan						Feb							
		Wed	Thu	Fri	Wed	Thu	Fri	Wed	Thu	Fri	Thu	Fri	Wed		
		22	23	24	29	30	31	5	6	7	13	14	15		
1	1. นางสาว นิรมล นิลกระวัด	Orientation	ศูนย์บริการสาธารณสุข 4 สิริเวชชะพันธ์ ผู้ช่วยศาสตราจารย์ อรทัย เจริญทิพย์ะสกุล						Diamond Life Nursing Center ผู้ช่วยศาสตราจารย์ สุทธิศรี ตระกูลสิทธิโชค						Conference case study at School of Nursing, Rangsit University
	2. นางสาว การันยภาส ฉัฐมา														
	3. นางสาว ปานศัคนา คงโชคชัย														
	4. นางสาว ลัดสะนิกอน สุลินเดด														
	5. นางสาว กนกวรรณ ใจจันทร์														
	6. นางสาว ประกายดาว กิจกล้า														
	7. นาย ปิยพันธ์ อนันต์นาวิ														
	8. นาย เตชินท์ จันท์เปล่งศรี														
2	1. นางสาว อัจฉรารวรรณ พักใส		Diamond Life Nursing Center ผู้ช่วยศาสตราจารย์ สุทธิศรี ตระกูลสิทธิโชค						ศูนย์บริการสาธารณสุข 4 สิริเวชชะพันธ์ ผู้ช่วยศาสตราจารย์ อรทัย เจริญทิพย์ะสกุล						
	2. นาย ทิพย์พัฒน์ นวานุช														
	3. นางสาว ดาวสะหวัน โสทิคุณ														
	4. นางสาว สุกกะหวัน แก้วพิลา														
	5. นางสาว ศรัญญา เสนาราช														
	6. นางสาว จิรัตติกาญจน์ สงห่อง														
	7. นางสาว สุกัญญา ชมฉ่ำ														
	8. นางสาว กรรณิกา ธงกิจสิริ														

Conference case study at School of Nursing, Rangsit University

คณะพยาบาลศาสตร์ มหาวิทยาลัยรังสิต (School of Nursing, Rangsit University)
 ตารางการฝึกปฏิบัติวิชา BNE 396 Elderly Nursing Practicum ภาคการศึกษาที่ 2 / 2567 (2 Cr.)

Group 2 from 5 - 28 March 2025

กลุ่ม	ชื่อ-สกุลนักศึกษา	Mar													
		Wed	Thu	Fri	Wed	Thu	Fri	Wed	Thu	Fri	Wed	Thu	Fri		
		5	6	7	12	13	14	19	20	21	26	27	28		
3	1. นางสาว แก้วปinya บัวแก้ว	Orientation	ศูนย์บริการสาธารณสุข 3 เทพธัญญะ อาจารย์ วิมลวัลย์ วโรฬาร						Diamond Life Nursing Center ผู้ช่วยศาสตราจารย์ สุทธิศิริ ตระกูลสิทธิโชค						Conference case study at School of Nursing, Rangsit University
	2. นางสาว ปาจริย์ ฉลองกิจเจริญ														
	3. นางสาว ธนพร อินทรสุขสันติ														
	4. นาย ทัพพ์ธนันท์ เลหาบุญณกิจ														
	5. นางสาว อาลันยา สุลินเดด														
	6. นางสาว ชนกนันท์ พงศ์สิริทรัพย์														
	7. นางสาว ศรีวรรณ ตรีอินทร์ทอง														