

**FIELD EXPERIENCE SPECIFICATION****Faculty** School of Nursing **Department** Mental health and Psychiatric Nursing**Curriculum** Bachelor of Nursing Science Program (B.N.S.)**Section 1 General Information**

BNE 491	ปฏิบัติการพยาบาลสุขภาพจิตและจิตเวช (Mental Health and Psychiatric Nursing Practicum)	3 (0-9-5)
Co-requisites	-	
Pre-requisite	BNE 351 Mental Health and Psychiatric Nursing	
Semester	1/2568	
Section	11	
Type of subject	☐ General education course ☒ Professional course ☐ Free elective course	
Course coordinator	Dr. Ratree Thongyu and Asst. Prof. Dr. Vatcharin Wuthironarith	
Course instructors	1) Dr. Ratree Thongyu 2) Asst. Prof. Dr. Vatcharin Wuthironarith 3) Ajarn Wirote Tongtha (Preceptor ER) 4) Ajarn Petpailin Phibunnithikasem 5) Ajarn Waraporn Sirithammanukul 6) Ajarn Arthittaya Khamthawee (Preceptor)	
Date of Preparation	July 16, 2025	

Section 2 Aims and Objectives**1. Aims of the Course**

The course aims to provide nursing students with opportunities to practice and apply mental health and psychiatric nursing care for individuals and groups in both institutional and community settings.

By the end of the practicum, students will possess the essential knowledge, skills, and attitudes required to:

- Deliver comprehensive, person-centered mental health care to individuals across the lifespan

- Promote mental well-being and implement strategies for early intervention and prevention of psychiatric conditions
- Support patients through recovery-oriented care, including therapeutic communication, crisis intervention, and rehabilitation
- Collaborate with interdisciplinary teams to enhance patient outcomes and continuity of care

This practicum fosters critical thinking, empathy, and professional responsibility, preparing students for effective roles in mental health and psychiatric nursing practice.

2. Course Learning Outcomes: CLOs:

1) Apply theoretical knowledge and principles of psychiatric and mental health nursing to deliver appropriate and holistic nursing care for individuals, families, and groups in both healthcare and community settings. *(Aligned with PLOs: 1, 2)*

2) Utilizes digital technology to search for knowledge and create health education media.

3) Utilize the nursing process and evidence-based practice to assess, plan, implement, and evaluate comprehensive nursing care for individuals with, or at risk of, mental health problems across all age groups. *(Aligned with PLOs: 2, 5)*

4) Demonstrate ethical and professional behavior in accordance with nursing codes of ethics, respect for human dignity, patients' rights, individual differences, and cultural diversity. *(Aligned with PLO: 8)*

5) Exhibit compassion, responsibility, teamwork, and leadership in mental health care practice, while demonstrating a commitment to public service and professional accountability. *(Aligned with PLO: 6, 8)*

Section 3: Learning Outcome Development

The development of learning outcomes in each intended standard is as follows:

Course Learning Outcomes (CLOs)	Methods of organizing learning experiences	Methods of assessing learning outcomes.
1. Knowledge - Possess and apply knowledge in mental health and psychiatry, and utilize research findings in nursing practice.	1. Assign cases from admission to discharge. 2. Develop care plans with evidence-based research. 3. Conduct case conferences on	1. Participation and quality of discussion. 2. Post-training knowledge test (minimum 60%). 3. Case study report evaluation.

Course Learning Outcomes (CLOs)	Methods of organizing learning experiences	Methods of assessing learning outcomes.
	theories, assessment tools, treatment, and referrals.	
2. Skills - Analyze health problems and design innovative mental health services for individuals and communities.	1. Identify key issues from practice. 2. Analyze problems with evidence. 3. Design mental health care systems. 4. Compile reports and present findings.	1. Evaluate creativity, relevance, client needs alignment, and feasibility in health systems. 2. Quality of project reports and reflection papers.
- Engage in English communication and apply IT tools and data for problem-solving and project development.	1. Interact with foreign clients and exchange students. 2. Participate in English journal clubs. 3. Design and apply online mental health screening tools. 4. Collaborate on data analysis and community project planning.	1. Client/family/team feedback 2. Self – reflection 3. Accuracy in tool use and result interpretation. 4. Quality of project reports and reflection papers.
- Apply nursing processes with compassion, legality, ethics, and cultural sensitivity for diverse mental health clients.	1. Conduct assessments with standardized tools (e.g., 2Q plus, 9Q, MMSE). 2. Develop care plans using Focus charting. 3. Practice counseling, therapeutic relationship, and group therapy. 4. Conduct therapeutic group activities and psychoeducation. 5. Reflect daily via pre/post conferences.	1. Instructor observation and feedback. 2. Professional Practice Skills Evaluation (Nursing process) 3. Case report evaluations. 4. Counseling/therapeutic skills, leadership role in group therapy 5. Group activity reports and peer assessments.

Course Learning Outcomes (CLOs)	Methods of organizing learning experiences	Methods of assessing learning outcomes.
3. Ethics and Morality - To respect cultural diversity, analyze legal and ethical issues, and safeguard the healthcare rights of individuals equally.	1. Assign culturally diverse case studies for students to manage, with direct observation by instructors. 2. Ethical conference: students present ethical dilemmas from practice, identify ethical problems, and propose professional solutions.	1. Observation-based assessment and behavioral checklist with a passing score of 80%. 2. Evaluation of ethical considerations via individual summary reports using the Ethical Topic Assessment Form.
4. Characteristics - Exhibit compassion, responsibility, teamwork, and leadership in mental care practice. - Collaborate with healthcare teams, express opinions logically, and respect differing viewpoints.	1. Work as team members and coordinate with the healthcare team. 2. Lead or participate in C3THER case reviews.	1. Reflective papers and reflection rubric 2. Feedback from team members and peer evaluation form.

Alignment between Course Learning Outcomes (CLOs) and Learning Outcomes Domains

Course Learning Outcomes (CLOs)	Knowledge	Skills		Ethics and Morality		Characteristics	
	1.3	2.1	2.4	3.2	3.3	4.1	4.2
CLO 1 Apply theoretical knowledge and principles of psychiatric and mental health nursing to deliver appropriate and holistic nursing care for individuals, families, and	✓	-	-	-	-	-	-

Course Learning Outcomes (CLOs)	Knowledge	Skills		Ethics and Morality		Characteristics	
	1.3	2.1	2.4	3.2	3.3	4.1	4.2
groups in both healthcare and community settings.							
CLO 2 Utilizes digital technology to search for knowledge and create health education media.	-	✓	-	-	-	-	-
CLO 2 Utilize the nursing process and evidence-based practice to assess, plan, implement, and evaluate comprehensive nursing care for individuals with, or at risk of, mental health problems across all age groups.	-	-	✓	-	-	-	-
CLO 3 Demonstrate ethical and professional behavior in accordance with nursing codes of ethics, respect for human dignity, patients' rights, individual differences, and cultural diversity.	-	-	-	✓	✓	-	-
CLO 4 Exhibit compassion, responsibility, teamwork, and leadership in mental health care practice, while demonstrating a commitment to public service and professional accountability.	-	-	-	-	-	✓	✓

Section 4 Course Description and Implementation

1. Course Description

การปฏิบัติการส่งเสริมสุขภาพจิต ป้องกันการเจ็บป่วยทางจิต ปฏิบัติการพยาบาลบุคคลที่มีความเจ็บป่วยทางจิตทุกช่วงวัยในระยะเฉียบพลันและเรื้อรัง ในสถานบริการสุขภาพ วางแผนจำหน่าย การดูแลต่อเนื่องและการฟื้นฟูสมรรถภาพในชุมชน ครอบคลุมถึงการควบคุมการบริโภคยาสูบ การใช้กระบวนการพยาบาล เครื่องมือทางการพยาบาลสุขภาพจิตและจิตเวช การใช้ยาอย่างสมเหตุผลและหลักฐานเชิงประจักษ์ โดยคำนึงถึงสิทธิและความปลอดภัยของผู้รับบริการตามหลักกฎหมาย และพระราชบัญญัติสุขภาพจิต จริยธรรมและจรรยาบรรณวิชาชีพ

Clinical nursing practicum in mental health promotion and psychiatric prevention, caring for all ages persons with acute and chronic mental health and psychiatric problems in healthcare facilities, discharge planning, continuing care and rehabilitation in community setting including the tobacco consumption control, application of nursing process, mental health and psychiatric nursing tools, rational drug use, and empirical evidences based on patient's right and safety, mental health acts, ethics, and professional code of ethics.

2. Students' activities

2.1 Attend course orientation and clinical orientation to understand course objectives, expectations, and guidelines for clinical practice.

2.2 Develop nursing care plans addressing clients' health problems. Plans should be updated daily based on client condition changes. Each student is required to create one nursing care plan per day for an assigned case.

2.3 Collaborate as part of the nursing team to provide holistic care, integrating the four dimensions of the nursing role each week.

2.4 Apply the nursing process in case assignments and case studies, including history taking, bio-psycho-social-spiritual assessment, mental status examination, nursing diagnosis, care planning, evaluation, and continuous care plan revision.

2.5 Practice therapeutic communication and counseling by engaging in nurse–patient relationships with 1–2 cases, followed by a written report.

2.6 Participate in group activities in rotating roles: leader, co-leader, and observer (one time per role).

2.7 Observe one Electroconvulsive Therapy (ECT) session and provide nursing care for patients experiencing acute psychosis in the emergency room for one day.

2.8 Join daily pre- and post-conference sessions focused on care planning and clinical reflection for assigned cases.

2.9 Engage in group discussions on selected cases, integrating patient rights, nursing ethics, and professional characteristics such as respect, responsibility, discipline, honesty, and role modeling healthy behavior.

2.10 Attend case conferences, present case studies, and actively participate in discussions and peer feedback.

2.11 Conduct weekly self-evaluation and reflective practice sessions with the instructor to assess personal progress and areas for improvement.

2.12 Evaluate the outcomes of practical training at each community organization and all units at Srithanya Hospital.

2.13 Receive feedback from clients, families, and inter-professional team members in all clinical practice settings.

2.14 Complete self-assessment, instructor evaluation, and course evaluation using standard forms provided by the Faculty of Nursing, Rangsit University.

3. Projects or duties that students are responsible for

To ensure alignment with course learning outcomes and the development of core competencies in mental health and psychiatric nursing, students are assigned structured academic and clinical tasks. These tasks promote the integration of theoretical knowledge with clinical practice, ethical reasoning, reflective thinking, and inter-professional collaboration.

The following table outlines the required student responsibilities, aligned with the expected learning outcomes, and their respective timelines:

Component	Learning Activity	Assessment Method	Submission/Timeline
Mental Health Nursing Practice			
1. Counseling Report	Practice therapeutic communication	Process recording and reflective feedback	Schedule 2 appointments with instructor
2. Nursing Care Plan	Develop and revise care plans based on client needs	Rubric-based evaluation of care plan quality	Submit on the 2nd day of assigned case
3. Case Study Report	Integrate clinical findings into a holistic nursing care narrative	Written report and oral presentation	Submit within 3 days after case presentation

Component	Learning Activity	Assessment Method	Submission/Timeline
4. Mental Health Project	Plan and implement a health promotion activity	Group project and report	Submit plan 3 days before activity; final report on last practicum day
Psychiatric Nursing Practice			
5. Process Recording (Orientation, Working, Termination Phases)	Build therapeutic relationships	Process analysis and reflective dialogue	Schedule 2 appointments with instructor
6. Mental Status Examination (MSE)	Perform mental status assessments	MSE documentation and instructor feedback	Schedule 2 appointments with instructor
7. Nursing Care Plan & Implementation	Apply the nursing process to psychiatric care	Rubric-based clinical evaluation	Submit on 2nd day of care
8. Group Activity Report	Lead or observe group therapy	Activity planning, implementation, and reflection	Draft 2 days prior; report within 1 day after
9. Self-Reflective Report (ER & ECT)	Reflect on special unit observations	1-page reflective writing	Submit at end of observation day
10. Case Study Report (with Ethical Reflection) – <i>Individual</i>	Analyze clinical cases with ethical considerations	Case study and ethics report	Submit within 5 days post-practicum
11. Case Presentation & Ethical Conference – <i>Group</i>	Present case and lead discussion on ethical implications	Group presentation and peer/instructor evaluation	Present on final day at School of Nursing

4. Following up the learning outcome of students

4.1 Each group instructor will teach and guide students in the clinical setting daily and inquire about their nursing practice experiences with the healthcare providers, patients, or service recipients.

4.2 Conduct conferences, clinical teaching, and practice exercises and tests within both small and large groups to observe changes and progress in learning behaviors, knowledge acquisition, participation, self-development, communication skills in both Thai and English, critical thinking, and accurate medication administration.

4.3 Evaluate the submitted reports based on the students' demonstrations of knowledge and analysis of various situations encountered during the nursing practice.

4.4 Assess the students' self-reflection, which evaluates their own learning experiences.

5. Responsibility of Preceptor in clinical setting

5.1 Orientation about the training site, regulations, and practical guidelines for teaching and guidance during the clinical practice.

5.2 Engage in educational activities such as providing knowledge on observing and treating patients with electrical shock and emergency psychiatry. Conduct clinical teaching, assign patients for students to care for, establish therapeutic relationships for treatment, gather social and psychological assessment data, create nursing care plans, and provide guidance on case study reports and psychiatric nursing interventions for various behavioral symptoms in mental health. This includes organizing therapeutic group activities for students.

5.3 During the nursing practice, the instructor will offer advice, guidance, and opportunities for each student to demonstrate their full potential. Monitor and assess individual learning progress within the group, and provide feedback to each student to enhance their personal development.

5.4 Participate in subgroup discussions, large group discussions, and evaluate students' performance during their practice.

6. Responsibility of Instructor/Supervisor

6.1. Conduct course orientation to familiarize the students with the program.

6.2. Supervise, demonstrate, and provide instructions to the students during clinical activities to enhance their skills and ensure proper patient care.

6.3. Review the course's "Goals and Objectives" with the students to identify areas of difficulty and offer specific teaching demonstrations or instructions to address these issues.

6.4. Evaluate the students' clinical skills and knowledge through various methods:

6.4.1. Provide direct supervision, observation, and teaching in the clinical setting.

6.4.2. Assess all written reports, such as nursing care plans and health teaching plans, and provide feedback to the students.

6.4.3. Participate in clinical conferences, including pre-post conferences, nursing rounds, and case conferences.

6.5. Facilitate communication and collaboration between the students and the healthcare team at the practice site.

6.6. Arrange for clinical evaluations between the students and the staff nurses, as well as between the students and the instructor.

7. Student Preparation / Orientation and Assistance

- 7.1. Conduct course orientation and provide detailed information about the practice site.
- 7.2. Offer nursing students opportunities to practice essential nursing skills in the laboratory room.
- 7.3. Provide a list of available multimedia resources for students to use in the lab and/or borrow for self-study.
- 7.4. Arrange transportation for students to travel to the practice site.

8. Facilities and support required from clinical setting

- 8.1 There is a van or bus available to transport students between the university and the training site every day.
- 8.2 The training site and nursing faculty have sufficient conference rooms for meetings and consultations.
- 8.3 Books, textbooks, and medical nursing journals are available in the training facility and in the patient ward, with specialized and hard-to-find resources possibly receiving additional support from the university library at Rangsit University. There are also E-books and various electronic databases for medical and nursing information, providing ample resources.
- 8.4 The nursing faculty has an E-learning system that includes theoretical and practical learning resources for this course on Google Classroom. Online meetings or learning activities are conducted on platforms such as Google Meet, Zoom, and Microsoft Teams. Learning outcomes for the course are assessed through Google Forms and the Secretive system after the completion of the practical training.

Section 5 Lesson Plan and Preparation

1. Internship places

- 1.1 Community mental health nursing practice at Health Center 1, Health Center 4, Bangphun 1 Health Promoting Hospital, and the Emergency Shelter.
- 1.2 Psychiatric nursing practice at Srithanya Hospital, focusing on patient care in Ward 3, Ward 5, Ward 6, and Ward 7.

2. Preparation for students

- 2.1 Conduct a course orientation session to introduce students to the objectives, structure, and expectations of the practicum.

2.2 Verify that students have submitted documentation of influenza and varicella (chickenpox) vaccinations.

2.3 Provide an overview of key concepts in mental health and psychiatric nursing care to refresh foundational knowledge.

2.4 Review and practice core nursing skills relevant to mental health and psychiatric care in a simulation laboratory setting.

3. Preparation for instructors/supervisors

Before the start of the practicum, a coordination meeting is conducted with all instructors and clinical supervisors. The meeting includes:

- Explanation of the objectives of the practicum
- Clarification of the expected learning outcomes
- Discussion of the organization of field-based learning activities
- Distribution of student assignments and supervision responsibilities
- Overview of the assessment criteria and methods for evaluating learning outcomes
- Review of the teaching plan and supervision schedule
- Distribution of the Pre-Practicum Orientation Handbook at least 2–3 weeks prior to the practicum

This preparation ensures consistent instruction, fair evaluation, and alignment with course learning outcomes.

4. Preparation of Staff and Technicians at Internship Sites

4.1 Coordinate with department heads and training units of affiliated internship sites to ensure mutual understanding of student placement, supervision processes, and practicum goals.

4.2 Clearly explain the course content, learning objectives, expected outcomes, and the roles and responsibilities of all stakeholders, including students, clinical instructors, and site preceptors.

4.3 Collaboratively organize field-based teaching and learning activities in mental health and psychiatric nursing, and set clear evaluation criteria, assessment methods, grading schemes, and attendance policies in accordance with academic standards.

4.4 Evaluate students' performance through direct observation, continuous feedback, and standardized assessment tools, while providing constructive and timely feedback to support learning and development.

5. Risk Management

5.1. Risk Prevention

5.1.1 Establish clear regulations and guidelines for student practical training to ensure that students complete the required 180 hours within the designated period. In cases of sick leave, personal leave, or absences, students must compensate for missed hours and complete essential nursing skills training to fulfill course requirements.

5.1.2 Develop a comprehensive practicum plan that includes teaching and learning management, transportation arrangements to various training sites, and accident insurance coverage for all students.

5.1.3 Identify and coordinate with training sites by contacting relevant authorities to secure permissions for student placements.

5.1.4 Conduct orientation meetings with instructors and preceptors to outline practicum expectations, roles and responsibilities, assessment methods, grading criteria, and student participation requirements.

5.1.5 Appoint student representatives in each group to act as liaisons between instructors and students throughout the practicum period.

5.1.6 Ensure that all student-performed nursing procedures that may pose risks to patients are supervised by responsible instructors or licensed professional nurses.

Special Measures: Risk Prevention at Srithanya Hospital – Updated Protocol
Implementation (As of the Operational Meeting on October 18, 2022, regarding the development of practicum training sites for nursing students)

Procedures When Risks Are Identified:

- Educational institutions must immediately inform the Training and Orientation Coordination Unit.
- The unit will collect ATK test results, record timelines, and coordinate with the Nursing Control and Infection Prevention Team, Nursing Mission Team, Ward Heads, and relevant educational institutions.
- Student training will be suspended as per infection prevention protocols.

COVID-19 Prevention Measures During Practicum Training

A. Pre-Training Measures:

- Students must have received at least two doses of the COVID-19 vaccine.
- Students must be screened for symptoms and any exposure to COVID-19 cases within the past 24 hours.
- Strict adherence to COVID-19 prevention measures is required during training and daily routines.

B. Measures During Practicum Training:

- Weekly risk assessments must be conducted by the institution.
- Student placements should remain fixed during the training period.
- Limit the number of participants in group activities based on public health guidelines.
- Screen all participants for COVID-19 risks before engaging in activities.

C. Symptom and Risk Screening:

- Avoid close contact with COVID-19 positive individuals within the last 5 days.
- Measure and record body temperature prior to each training session or site visit.
- If a student tests positive on an ATK test, follow national COVID-19 treatment guidelines.
- If the ATK test is negative but symptoms are present, suspend training and retest on Day 3.

5.2 Risk Management

In the event of any risks or incidents involving students, patients, or others resulting from student actions or nursing procedures, students must immediately report the incident to the supervising instructor and/or document the incident for future review and improvement. The supervising instructor should coordinate with the training site and/or relevant authorities to address the situation appropriately. The incident must then be reported to the course instructor, group leader, program head, Associate Dean for Academic Affairs or Student Affairs, or the Dean of the Faculty of Nursing, as applicable, to collaboratively identify solutions and implement preventive measures to avoid recurrence of similar incidents in the future.

6. Student Appeal

Rangsit University offers structured channels for students to express concerns or file grievances, with oversight provided by the Educational Service Center. In addition to the university's official mechanisms, students may address course-related issues directly with their instructors to help prevent potential conflicts.

Students are also encouraged to submit grievances through alternative routes, including their department heads, deputy deans, or deans. These submissions may be made via email or through social media platforms such as Line or Facebook, depending on the student's preference and convenience. For accountability and follow-up, identification is required when submitting a grievance.

All concerns are handled with confidentiality and professionalism and may be brought to the attention of the curriculum management committee or other relevant faculty committees for review and resolution. Importantly, the grievance process is designed to ensure that students are not adversely affected in any way as a result of raising their concerns.

Section 6 Student Assessment

1. Evaluation criteria

Learning Domain / The expected learning outcomes	Evaluation Method	Assessment Tool	Evaluation Proportion
1. Knowledge - Apply knowledge and understanding in mental health, psychiatry, and the healthcare system to provide evidence-based care.	1. Post-Clinical Practice Knowledge Assessment	- 40-item MCQ test And Oral Examination (required if overall score < 60%)	5 %
	2. Case study	- Case Study Analysis Evaluation Rubric	10 %
	3. Mental health project report	- Project Report Evaluation Rubric	5 %
2. Skills - Use digital technology to research and analyze mental health issues, and communicate effectively in interdisciplinary collaboration.	1. In-class presentation and interdisciplinary discussion	- Presentation rubric (5-level scale)	5 %
	2. Community mental health promotion group project.	- Project evaluation form (peer + instructor score, rubric)	10 %

Learning Domain / The expected learning outcomes	Evaluation Method	Assessment Tool	Evaluation Proportion
- Apply nursing processes to provide holistic and ethical mental health care using professional standards and therapeutic communication.	3. Demonstrates the ability to apply counseling or therapeutic communication skills through a live session during practicum.	- Counseling skill checklist (Yes/No + performance scale) - Therapeutic relationship skill checklist (Yes/No + performance scale)	10 %
	4. Leadership in group therapeutic activity during clinical practice.	- Leadership role rubric	10 %
	5. Apply the nursing process to provide continuing care for patients.	- Focus Charting note/documentation rubric	35 %
3. Ethics and Morality - Demonstrate ethical behavior, respect for cultural diversity and patient rights, and ability to resolve ethical dilemmas in practice.	1. Client/family/team feedback 2. Ethical reflection report	- Feedback form (Likert scale 1–5 + open-ended comments) - Reflection rubric (5-level value-based assessment)	Formative assessment 5 %
4. Characteristics - Work effectively as a team member or leader in healthcare settings, demonstrating responsibility, logical communication, and respect for differing opinions.	1. Self-reflection 2. Peer/team feedback	- Reflection rubric (5-level scale) - Peer evaluation form (Likert + comments)	Formative assessment 5 %

Learning Domain / The expected learning outcomes	Evaluation Method	Assessment Tool	Evaluation Proportion
- Commitment to lifelong learning, compassion, accountability	3. Embedded in tools 1–4 above and through instructor observations	- Affective domain scoring integrated into all rubrics (observational/behavioral scales)	Formative assessment

2. Evaluation process

2.1 Passing Criteria for the Course

2.1.1 Students are required to complete 100% of the total training hours. In the event of any absence from practical training, students must submit a leave request promptly to the advising instructor, clinical instructor, and course coordinator.

2.1.2 Performance evaluation in both in-patient and community health settings will be conducted using a standardized evaluation form. Students will receive formative (ongoing) assessments throughout their training to support self-improvement prior to the final evaluation. To pass the course, students must achieve a minimum of 60% in all evaluated components.

2.1.3 Any form of academic dishonesty, including cheating or plagiarism, will result in an immediate score of zero for the assignment concerned, along with a formal warning. Repeated offenses may result in more serious academic penalties. Furthermore, if a student receives less than 80% in the evaluation of ethics and professional conduct, their overall academic performance will not be accepted, regardless of other scores.

2.1.4 Upon completion of the practicum, students will be assessed via a written examination consisting of 40 multiple-choice questions covering core content in psychiatric and mental health nursing. If a student fails to meet the passing criteria of 60%, they will be required to undergo an additional oral examination. Student performance will be evaluated using a structured scoring rubric to determine final course outcomes.

2.2 Grading Criteria

The grading system follows an 8-level letter grade scale as shown below:

Score Range	Grade	Description
80-100	A	Excellent
75-79	B+	Very Good
70-74	B	Good
65-69	C+	Fairly Good
60-64	C	Fair
55-59	D+	Poor
50-54	D	Minimum Passing
0-49	F	Failure

Symbols used without score values and their meanings:

I – Incomplete

S – Satisfactory

U – Unsatisfactory

IP – In-Progress

3. Responsibility of preceptor in Evaluation

In this course, the preceptor is responsible for supervising students specifically during their experiential training at the Emergency Room (ER). Student evaluation is primarily formative, incorporating both student reflection and preceptor feedback. The assessment is divided into two main composes:

3.1 Personal attributes: Focuses on respect for patients' rights and dignity, teamwork, decision-making skills, and sense of responsibility.

3.2 Application of knowledge into practice: Emphasizes skills in initial mental health assessment, care for patients receiving short-acting treatments, and behavioral management during psychiatric emergencies.

For both components, the preceptor identifies students' strengths and areas for improvement, provides feedback to guide student development, and coordinates with the responsible instructor for the final (summative) evaluation.

4. Responsibility of Instructor/supervisor in Evaluation

4.1 Instructors or supervisors are responsible for collecting assessment records and assigning a final grade to each student in accordance with the established evaluation criteria.

4.2 The grading results for each student group will be reviewed through the following levels:

4.2.1 Review by the course teaching team

4.2.2 Review by the program's administration committee

4.2.3 Review by the Nursing Standard Control Committee

4.3 Course instructors will summarize the results of the course evaluation to inform improvements in teaching and practice planning for the following academic year.

5. Conclusion of different evaluation

The course coordinator and relevant faculty instructors will conduct a review and discussion of student learning outcomes and course implementation processes. This collaborative reflection aims to improve the course content, study guide, and practicum planning for the upcoming academic year.

Section 7 Evaluation and Improvement of Course Implementation

1. The process of evaluating field training experiences by the relevant stakeholders includes the following:

1.1 Students

Strengths (from group discussion):

Students reported that this course contributed to their sense of happiness and self-confidence. The learning environment was supportive and engaging, allowing them to enjoy the process of learning. They highlighted that the course enabled personal development and the application of theoretical knowledge into real-life practice with clients and patients. Additionally, according to course evaluation forms, students expressed appreciation for the opportunity to gain deeper knowledge of schizophrenia, which enhanced their understanding of patient care. They developed a more comprehensive understanding of patients' lives, which fostered empathy, compassion, and a sincere desire to support others.

Weaknesses (from group discussion):

Students noted that the duration of the practicum was relatively short. They found the analysis of defense mechanisms and patient behavior to be challenging and complex. While their understanding improved, many aspects still required further learning. On the evaluation forms, students commented that the room used for therapeutic discussions and group activities was a large, shared space, which caused echoing and compromised privacy.

1.2 Staff mentor or business owner

Strengths:

Students demonstrated strong preparation and theoretical understanding prior to entering the practicum. The healthcare team and supervising instructors commended their readiness. Students were able to answer clinical questions, analyze symptoms and problems effectively, and displayed dedication and enthusiasm in patient care. Many showed excellent clinical skills, maturity, and the ability to respond to challenges promptly, working well within the healthcare team. Furthermore, they demonstrated competency in using English for communication, knowledge sharing, and discussing research findings collaboratively.

Weaknesses:

No significant weaknesses were identified in this group of students. However, a recommendation was made to further integrate knowledge of physical health conditions, as this would enhance their ability to manage patients with comorbid physical and mental health issues—especially considering the expected increase in case complexity in the future.

1.3 Field Practicum Supervisor

The practicum supervisor's evaluation aligned with feedback from nursing staff and other relevant personnel. Most students demonstrated the ability to apply theoretical knowledge in clinical settings and showed potential in developing caregiving skills. The course instructor emphasized the importance of students organizing and synthesizing their learning into a comprehensive summary for review. This process would also support their preparation for the national licensure examination in psychiatric and mental health nursing.

1.4 Other relevant stakeholders, such as recent graduates or newly employed alumni

Recent graduates reported that the theoretical instruction provided by instructors was comprehensive and sufficient to support the application of knowledge in clinical care. In the psychiatric and mental health nursing practicum, they experienced learning situations that closely aligned with the theoretical content, which enhanced their understanding and allowed them to perceive the subject matter from multiple, deeper perspectives. They expressed joy in engaging with new learning experiences, confidence in delivering care, and a sense of fulfillment in being able to help relieve patients' suffering, even if only temporarily.

The alignment between theoretical and practical learning enabled the graduates to accurately and confidently pass the national nursing licensure examination. Moreover, the knowledge and skills gained from clinical practice remained with them and could be effectively applied in their roles as

professional nurses—not only in caring for patients with psychiatric conditions but also in supporting others in their lives with sincerity and compassion, serving as trustworthy and empathetic companions.

2. A systematic process for reviewing evaluation outcomes and developing improvement plans

In response to the limited duration of students' clinical training, the course will revise the selection of case studies by introducing simpler cases at the beginning, followed by more complex ones—ensuring the progression remains manageable and not overly challenging. For students who struggle with analyzing defense mechanisms and patient behaviors, supervising instructors will adopt a more hands-on coaching approach and provide clearer, contextual examples to facilitate deeper understanding.

Additionally, due to space constraints within the hospital setting, students will be divided into smaller groups, and therapeutic discussions will be conducted in two separate sessions. This adjustment is intended to alleviate overcrowding and improve the level of privacy for both students and patients, thereby enhancing the overall quality of the learning experience.

Appendix

CLOs by Learning Domains (Expanded with AUN-QA Alignment)

1. Knowledge

Learners will gain and apply a broad and deep knowledge of mental health and psychiatric nursing, including theories, treatment modalities, and care systems. This includes using the nursing process and research-based evidence to develop comprehensive care plans for individuals with mental health problems across various settings.

2. Skills

Learners will develop critical thinking, analytical skills, clinical skills, and the ability to design care innovations. They will apply nursing knowledge to assess community needs, create intervention programs, utilize technology for health promotion, and deliver evidence-based care that is responsive to individual and population needs.

3. Ethics and Morality

Learners will demonstrate ethical and moral responsibility in psychiatric nursing care by respecting human dignity, cultural diversity, and patients' rights. They will be able to analyze ethical dilemmas, apply relevant laws, and make professional judgments based on nursing codes of ethics. This includes participation in ethical conferences, handling diverse patient cases, and presenting case-based ethical decisions.

4. Characteristics

Learners will exhibit interpersonal skills, responsibility, leadership, and teamwork in their professional roles. They will communicate effectively, reflect on practice, engage in interprofessional collaboration, and contribute meaningfully to mental health service delivery in diverse environments.

Rubric for Student Assessment Across All Learning Domains

1. Knowledge

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D)
Understanding of psychiatric nursing principles	Demonstrates deep and thorough understanding of key concepts and theories.	Shows good understanding with occasional gaps.	Basic understanding with limited depth.	Lacks clear understanding of foundational concepts.
Application to care plans	Consistently integrates theory into individualized, evidence-based care plans.	Often integrates theory with few limitations.	Applies theory inconsistently or with limited evidence.	Fails to apply theory to practice effectively.
Use of research and evidence-based practice	Effectively uses recent evidence and research to inform care.	Uses relevant research with some guidance.	Uses limited or outdated research.	Does not use or cite evidence to support care.

2. Skills

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D)
Critical thinking and problem-solving	Clearly identifies problems and proposes innovative, feasible solutions.	Identifies problems and suggests practical solutions.	Recognizes problems but solutions are vague or impractical.	Fails to identify problems or propose relevant solutions.
Use of clinical tools and procedures	Uses tools/procedures accurately and independently.	Uses tools with minimal guidance.	Requires support to use tools appropriately.	Misuses or avoids using required tools.
Counseling and therapeutic communication	Communicates clearly, empathetically, and	Communicates clearly and empathetically	Attempts therapeutic communication	Fails to demonstrate effective

	therapeutically with full engagement.	with minor lapses.	but inconsistently.	therapeutic communication.
Facilitation of group therapy	Leads structured, client-focused sessions with effective group dynamics.	Leads sessions with moderate structure and engagement.	Leads sessions with minimal clarity or engagement.	Unable to facilitate or manage group sessions.

3. Ethics and Morality

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D)
Respect for patients' rights and cultural diversity	Always demonstrates high respect and cultural sensitivity in all interactions.	Generally respects patients' rights and shows cultural awareness.	Occasionally overlooks cultural differences or patients' rights.	Shows lack of understanding or respect for diversity.
Ethical decision-making	Consistently applies ethical reasoning and professional standards in complex situations.	Applies ethical reasoning in most situations with minor errors.	Attempts ethical decision-making but inconsistently.	Fails to recognize or apply ethical standards.
Professional behavior and accountability	Always acts responsibly and follows professional codes of conduct.	Usually demonstrates professional behavior and accountability.	Sometimes lacks responsibility or professionalism.	Rarely acts in a professional or accountable manner.

4. Characteristics

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D)
Communication and collaboration	Communicates professionally and fosters	Communicates well and collaborates with	Communicates inconsistently or	Fails to communicate or

	strong team relationships.	most team members.	avoids collaboration.	work in a team setting.
Leadership and initiative	Takes initiative and leads effectively in all assigned roles.	Shows leadership in many situations.	Needs prompting to take initiative or lead.	Avoids leadership roles and lacks initiative.
Self-reflection and professional development	Regularly reflects and takes action for self-improvement.	Reflects occasionally and takes some corrective action.	Rarely reflects or changes behavior.	Shows no awareness of need for improvement.

Assessment Tools and Rubric Descriptions

Domain: Knowledge

1. Quiz (MCQ) Multiple Choice Questions (MCQs), total of 40 questions.

Scoring: Each correct answer = 1 point

Total raw score (out of 40) converted to percentage

Final converted score (out of 5)

Passing threshold: $\geq 60\%$

Percentage Score	Converted Score (out of 5)	Criteria	Description
90–100%	4.5 – 5.0	Excellent understanding of concepts	Demonstrates comprehensive knowledge and accurate application of key concepts. No or minimal errors.
75–89%	3.75 – 4.49	Good understanding with minor errors	Understands most concepts correctly with few mistakes. Shows consistent application.
60–74%	3.0 – 3.74	Basic understanding with some gaps	Demonstrates partial understanding. Some inaccuracies in applying concepts.
< 60%	< 3.0	Poor understanding, needs improvement	Limited grasp of concepts. Multiple errors. Fails to meet minimum requirement. (Fail)

2. Oral Examination Rubric (Behavior-Based)

This rubric is used to assess oral communication and knowledge application in oral examinations. Each criterion is rated on a 5-point scale based on observable behaviors. The total score is 25 points. A minimum of 15 points (60%) is required to pass.

Criteria	5 - Excellent	4 - Good	3 - Satisfactory	2 - Needs Improvement	1 - Poor	Score
Clarity	Speaks fluently with clear pronunciation; explains ideas smoothly without repetition.	Generally clear; minor pauses or repetition, but ideas are understandable.	Explains ideas with some hesitation; occasional unclear words or repetition.	Frequently hesitates or repeats; some parts are hard to follow.	Mumbles, speaks unclearly or disorganized; listener struggles to understand.	
Reasoning	Provides well-structured, logical arguments supported by examples or rationale.	Presents logical responses with minor gaps in explanation.	Shows basic reasoning but lacks detail or depth.	Struggles to justify answers; explanations lack logic or structure.	Offers disorganized or contradictory answers with no clear reasoning.	
Relevance	Addresses all aspects of the question with highly relevant, focused content.	Mostly relevant responses; small off-topic parts.	Answers address the question but include general or unfocused content.	Drifts off-topic or includes irrelevant content.	Response does not address the question; mostly off-topic.	
Confidence	Speaks with steady tone, eye contact, and confident body language.	Appears generally confident; maintains eye contact and steady pace.	Shows moderate confidence; some signs of nervousness or unsure posture.	Frequently appears nervous; avoids eye contact or speaks too fast/slow.	Very nervous, fidgety, avoids eye contact, or silent under pressure.	
Application	Accurately applies theoretical knowledge to realistic scenarios with insight.	Applies concepts correctly to scenarios; minor gaps.	Applies basic knowledge but lacks depth or accuracy in details.	Makes errors in applying knowledge; shows limited understanding.	Fails to apply knowledge to the scenario or gives incorrect responses.	

Total Score: _____ / 25

Passing Score: 15 / 25 (60%)

Instructor Feedback Strengths: Areas for Improvement: Recommendations:

3. Case Study (Converted to 10 %)

Case Study Analysis Evaluation Form (Using the Nursing Process)

Course: _____

Student Name: _____ Student ID: _____

Case Study Title: _____

Please check (✓) the box that corresponds to your assessment.

Scoring scale:

5 = Excellent – Comprehensive, accurate, and well-articulated work demonstrating insight.

4 = Good – Clear and mostly complete work with minor errors or omissions.

3 = Fair – Adequate understanding shown with some inaccuracies or incomplete information.

2 = Needs Improvement – Limited understanding with several errors or vague content.

1 = Poor – Lacks understanding; content is unclear, inaccurate, or missing.

Evaluation Criteria	5	4	3	2	1	Score
1. Data Collection (25 points)						
1.1 Patient's personal information	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
1.2 History of illness	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
1.3 Physical examination and Mental Status Examination	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
1.4 Laboratory findings and screen finding	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
1.5 Current treatment	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	

Evaluation Criteria	5	4	3	2	1	Score
2. Data Analysis (15 points)						
2.1 Ability to link data with theoretical knowledge	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
2.2 Problem identification and prioritization	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
2.3 Clarity of nursing diagnoses	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
3. Nursing Care Planning (20 points)						
3.1 Clarity of goals and objectives	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
3.2 Specificity of evaluation criteria	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
3.3 Appropriateness of nursing care plan	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
3.4 Use of evidence-based practice	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
4. Nursing Implementation (15 points)						
4.1 Relevance of interventions to diagnoses	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	

Evaluation Criteria	5	4	3	2	1	Score
4.2 Specificity of interventions	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
4.3 Prioritization of nursing activities	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
5. Evaluation (10 points)						
5.1 Alignment of evaluation with objectives	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
5.2 Clarity of nursing outcomes	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
6. Report Presentation (15 points)						
6.1 Organization and content sequencing	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
6.2 Use of academic referencing	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	
6.3 Use of academic language	Thorough, complete, and highly accurate	Clear and mostly complete	Sufficient but with some errors or gaps	Limited or vague	Missing or mostly inaccurate	

Total Score: _____ / 100 Percentage: _____ %

Comments / Suggestions: _____

Evaluator's Signature: _____ Date: _____

4. Group project report (Converted to 5%)

Project Report Evaluation Rubric

Scoring Scale: Excellent (4): Exemplary work, exceeds expectations

Good (3): Meets all expectations, minor improvements needed

Fair (2): Partially meets expectations, lacks clarity or depth

Poor (1): Does not meet expectations

*SMART = Specific, Measurable, Achievable, Relevant, Time-bound

Assessment Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Score
1. Problem Identification and Relevance	Clearly defines relevant mental health issue based on community data and needs	Defines the problem based on general understanding	Problem definition lacks clarity or specificity	No clear problem identified	
2. Objectives and Project Scope	Objectives are SMART, well-aligned with the problem and realistic scope	Objectives are appropriate but may lack clarity or measurability	Objectives are vague or too broad	Objectives not clearly stated	
3. Use of Evidence and Theory	Integrates strong evidence and theory from literature/research into project design	Some evidence used, with general theoretical application	Minimal reference to literature or nursing theory	No evidence or irrelevant theory applied	
4. Design of Intervention or Activity	Intervention is logical, feasible, innovative, and suitable for the target group	Intervention is appropriate but needs more depth or creativity	Intervention lacks feasibility or detail	Poorly planned or unclear intervention	
5. Community and Stakeholder Engagement	Demonstrates clear engagement with stakeholders; integrates their feedback effectively	Shows some effort to engage stakeholders	Limited involvement of stakeholders	No stakeholder involvement	
6. Presentation of Results / Outcomes	Results are clearly presented, data-supported, and outcomes are evaluated against goals	Results are presented with some interpretation	Results are vague or lack linkage to objectives	No results presented or unrelated content	
7. Clarity, Structure, and Academic Writing	Well-organized, concise, no grammatical errors; follows	Mostly clear and organized; minor writing issues	Organization or grammar needs improvement	Poorly written and disorganized	

	academic formatting consistently				
8. Reflection and Recommendations	Provides thoughtful reflection and realistic suggestions for future practice	Some reflection and general recommendations	Minimal reflection; vague or impractical recommendations	No reflection or improvement discussed	

Total Score from Evaluation: _____ / 32 points

Converted to Course Percentage: _____ $\times (5 \div 32) =$ _____ points out of 5%

Project Strengths: _____

Areas for Improvement: _____

Suggestions for Future Project Development: _____

Evaluator's Signature: _____ Date: _____

Domain: Skills

1. Presentation rubric (5-level scale) 5 %

Rubric for Presentation Evaluation (Behavior-Based)

Course: _____

Project Title: _____

Student Names and ID Numbers:

- 1) _____ Student ID: _____
- 2) _____ Student ID: _____
- 3) _____ Student ID: _____
- 4) _____ Student ID: _____
- 5) _____ Student ID: _____
- 6) _____ Student ID: _____
- 7) _____ Student ID: _____
- 8) _____ Student ID: _____

Instructions: Please evaluate the presentation using the rubric below. Circle or highlight the description that best represents the performance for each criterion. Use the score column to assign the corresponding score.

Domain	5 Excellent	4 Good	3 Moderate	2 Needs Improvement	1 Poor	Score
1. Content and Preparation (20 pts) 1.1 Completeness and accuracy of content	All content is accurate and complete with in-depth analysis.	Content is mostly accurate and complete with minor omissions.	Some content is missing or unclear.	Several inaccuracies or missing key points.	Inaccurate or severely incomplete content.	
1.2 Clarity of objectives	Objectives are very clear and well-stated.	Objectives are clear with minor ambiguity.	Objectives are stated but not very clear.	Objectives are vague or incomplete.	Objectives are not stated.	
1.3 Organization and flow	Presentation is logically organized and flows seamlessly.	Organization is logical with minor inconsistencies.	Some disorganization or abrupt transitions.	Poor flow or confusing sequence.	No clear organization.	
1.4 Use of credible sources	Uses multiple high-quality and relevant sources.	Uses mostly reliable and relevant sources.	Uses some sources, not all are relevant or cited properly.	Few sources or unreliable.	No sources or citations.	

Domain	5 Excellent	4 Good	3 Moderate	2 Needs Improvement	1 Poor	Score
2. Presentation and Delivery (20 pts) 2.1 Clarity and tone	Speaks clearly with confident, engaging tone.	Mostly clear with appropriate tone.	Occasionally unclear or monotone.	Often unclear or inappropriate tone.	Difficult to understand throughout.	
2.2 Confidence and enthusiasm	Highly confident and enthusiastic.	Shows confidence and some enthusiasm.	Shows minimal enthusiasm.	Nervous or disengaged.	Lacks confidence or interest.	
2.3 Time management and engagement	Excellent pacing, keeps audience fully engaged.	Good pacing, mostly maintains audience attention.	Slightly over/under time, average engagement.	Poor pacing, loses audience interest.	Major time issues or very disengaging.	
2.4 Q&A handling	Answers all questions clearly and accurately.	Answers most questions adequately.	Struggles with some questions.	Avoids or gives unclear answers.	Cannot answer questions.	
3. Visual and Supporting Materials (10 pts) 3.1 Appropriateness and quality of visuals	Visuals are highly effective and professional.	Visuals are clear and relevant.	Visuals support content but lack clarity.	Visuals are poorly designed.	No or distracting visuals.	

Domain	5 Excellent	4 Good	3 Moderate	2 Needs Improvement	1 Poor	Score
3.2 Design and aesthetics	Visually appealing and well-structured.	Organized and easy to follow.	Acceptable design but lacks polish.	Cluttered or unprofessional.	Hard to read or disorganized.	

Total Score: _____ / 100 points Feedback and Suggestions: _____

Advisor: _____

2. Mental health Project (10 %)

Project Evaluation Form (Peer and Instructor Rubric-Based Assessment)

Course: _____

Project Title: _____

Evaluator Name: _____ Role: ☐ Instructor ☐ Peer

Instructions: Please evaluate the project based on the rubric below. Tick the box that best reflects the group's performance in each criterion. Use the descriptions to guide your judgment.

Scoring Scale:

- 5 - Excellent Exceeds all expectations with in-depth execution
- 4 - Good Meets expectations with minor issues
- 3 - Satisfactory Acceptable performance with room for improvement
- 2 - Needs Improvement Below expectations; multiple issues present
- 1 - Poor Unsatisfactory or missing elements

Domain	5	4	3	2	1
1. Content Quality (25 points)					
1.1 Thorough, accurate, and well-researched content					
1.2 Clear articulation of project objectives and outcomes					
1.3 Demonstrates critical thinking and analysis					
2. Organization and Planning (20 points)					
2.1 Logical structure and coherence of the report					
2.2 Evidence of planning and timeline adherence					
2.3 Effective division of tasks among members					
3. Creativity and Innovation (15 points)					
3.1 Originality of ideas and approach					
3.2 Effective problem-solving or solution strategies					
4. Presentation and Communication (20 points)					
4.1 Clear, professional, and engaging delivery					
4.2 Effective use of visuals and supporting materials					
4.3 Handled questions confidently and appropriately					
5. Teamwork and Collaboration (20 points)					
5.1 Evidence of active collaboration and shared responsibility					
5.2 Respect for differing opinions and constructive dialogue					
5.3 Peer feedback and mutual support					

Total Score: _____ / 100 points

Comments and Suggestions for Improvement:.....

3. Counseling Skill / Therapeutic relationship skill (10 %)

Counseling Skill Evaluation Checklist and Rubric

Student Name: _____ Student ID: _____

Session Observed: _____

Instructions: Tick 'Yes' or 'No' for essential behaviors, then rate performance using the rubric scale (1–5) for each skill component.

Part 1: Counseling Behavior Checklist (Yes / No)

Behavior Observed	Yes	No
1. Greets the client and establishes rapport	☐	☐
2. Maintains appropriate eye contact and posture	☐	☐
3. Demonstrates active listening (e.g., nodding, paraphrasing)	☐	☐
4. Uses open-ended questions effectively	☐	☐
5. Shows empathy and nonjudgmental attitude	☐	☐
6. Clarifies client's feelings and concerns	☐	☐
7. Summarizes and reflects key points	☐	☐
8. Closes the session appropriately and professionally	☐	☐

Part 2: Performance Rubric

Scoring Scale:

5 - Excellent	Highly effective with professional competence and consistency.
4 - Good	Good performance with minor lapses.
3 - Satisfactory	Adequate but needs more consistency and clarity.
2 - Needs Improvement	Below expectations; multiple issues present
1 - Poor	Unsatisfactory or missing elements

Domain	5	4	3	2	1
1. Establishing Rapport: Ability to create a safe and respectful environment for the client.					
2. Communication Clarity: Clarity, tone, and pace of verbal communication.					
3. Active Listening: Demonstrates understanding through reflection and appropriate verbal/non-verbal cues.					
4. Emotional Support: Conveys empathy, respect, and validation of client's feelings.					

Domain	5	4	3	2	1
5. Problem Identification: Helps client clarify issues or concerns effectively.					
6. Closing the Session: Summarizes key points and provides closure or next steps appropriately.					

Total Score: _____ / 30 points

Evaluator Comments:

Instructor Name: _____ Date: _____

Therapeutic Relationship Skill Evaluation Checklist and Rubric

Student Name: _____ Student ID: _____

Session Observed: _____

Instructions: Tick 'Yes' or 'No' for essential behaviors, then rate performance using the rubric scale (1–5) for each skill component.

Part 1: Therapeutic Behavior Checklist (Yes / No)

Behavior Observed	Yes	No
1. Introduces self appropriately and explains the purpose of the interaction	☐	☐
2. Establishes trust and maintains professional boundaries	☐	☐
3. Demonstrates empathy and emotional presence	☐	☐
4. Listens actively without interruption	☐	☐
5. Responds appropriately to verbal and non-verbal cues	☐	☐
6. Encourages expression of thoughts and feelings	☐	☐
7. Respects the client's autonomy and choices	☐	☐
8. Ends the interaction with appropriate closure	☐	☐

Part 2: Performance Rubric (1 = Poor to 5 = Excellent)

Scoring Scale:

- | | |
|-----------------------|---|
| 5 - Excellent | Highly professional, consistently therapeutic, and highly engaging. |
| 4 - Good | Clear and appropriate with minor gaps in effectiveness. |
| 3 - Satisfactory | Adequate performance with some inconsistency or lack of depth. |
| 2 - Needs Improvement | Minimal therapeutic connection; noticeable weaknesses. |
| 1 - Poor | Unstructured, lacks therapeutic quality, or inappropriate. |

Domain	5	4	3	2	1
1. Establishing Trust: Ability to initiate the interaction in a respectful and safe manner.					
2. Empathy and Emotional Presence: Demonstrates compassion, attentiveness, and understanding.					
3. Communication Clarity: Communicates clearly, respectfully, and appropriately.					
4. Client Engagement: Facilitates open expression and meaningful participation.					
5. Boundary Maintenance: Maintains therapeutic boundaries and professional demeanor.					
6. Session Closure: Closes interaction respectfully, summarizing key points and next steps.					

Total Score: _____ / 30 points Evaluator Comments: _____

4. Group Therapeutic Activity (10%)

Leadership in Group Therapeutic Activity Evaluation Rubric

Student Name: _____ Student ID: _____

Instructor Name: _____ Date: _____

Group Activity Topic: _____

Instructions: Evaluate the student's leadership performance in facilitating a therapeutic group activity. Circle or mark the level that best describes the student's performance for each criterion.

Evaluation Criteria	5	4	3	2	1	Score
1. Preparation and Planning	Thoroughly plans activity with clear objectives and appropriate materials.	Adequate planning with minor gaps in clarity or materials.	Some planning but lacks coherence or completeness.	Inadequate preparation or unclear goals.	No evidence of preparation.	
2. Communication and Engagement	Communicates clearly and encourages full group engagement.	Communicates well and engages most participants.	Understandable communication with limited engagement.	Poor communication or difficulty engaging the group.	Ineffective or confusing communication; no engagement.	
3. Leadership and Facilitation	Confidently leads, manages group dynamics effectively.	Provides leadership with minor issues in group management.	Leads with some difficulty maintaining group direction.	Struggles to lead or maintain focus.	Lacks leadership; group becomes disorganized.	
4. Therapeutic Techniques	Effectively applies therapeutic methods appropriate	Applies therapeutic techniques with occasion	Attempts techniques but lacks effectiveness.	Limited use of therapeutic	No appropriate therapeutic techniques applied.	

Evaluation Criteria	5	4	3	2	1	Score
	to group needs.	al inconsistency.		approaches.		
5. Reflection and Feedback	Thoughtful reflection with insight and learning points identified.	Reflects well on performance and identifies areas to improve.	Provides basic reflection with limited depth.	Minimal or vague reflection.	No meaningful reflection.	

Total Score: _____ / 25 points

Evaluator Comments:

5. Focus Charting note/ documentation rubric

Nursing Documentation Evaluation Form

Course Title: _____

Student Name: _____ Student ID: _____

Instructions: This evaluation form is designed to assess the quality of nursing documentation based on the Focus Charting format (Focus, Assessment, Intervention, Evaluation – F.A.I.E.).

Please mark ✓ in the box corresponding to the level of quality for each item.

Rating Scale: 0 = Not performed,
1 = Performed but incomplete,
2 = Fully performed

Evaluation Items	0	1	2
1. Focus (F - Identifying the Problem)			
1.1 The focus (key issue) is clearly identified			
1.2 The focus aligns with the patient's problem or need			
1.3 The date and time the focus was observed are recorded			
1.4 The selected focus addresses the patient's major issue(s)			
1.5 The focus is prioritized appropriately			
2. Assessment (A - Patient Assessment)			
2.1 Subjective data relevant to the focus are documented			
2.2 Objective data relevant to the focus are documented			
2.3 The assessment covers the full scope of the patient's issue			
2.4 Standardized assessment tools are used (e.g., pain score, Braden scale)			
2.5 Assessment data are specific, clear, and measurable			
3. Intervention (I - Nursing Actions)			
3.1 Nursing actions correspond to the focus and assessment findings			
3.2 Actions are documented step-by-step with precise timing			
3.3 Actions follow the treatment and nursing care plans			
3.4 Information and guidance provided to the patient and family are documented			
3.5 Coordination with the multidisciplinary team is documented			
4. Evaluation (E - Outcome Evaluation)			
4.1 Nursing outcomes are documented			
4.2 Evaluation is linked to the focus and nursing actions			
4.3 Patient responses—both physical and emotional—are documented			
4.4 It is indicated whether the problem was resolved or requires follow-up			
4.5 Ongoing or revised nursing care plans are documented			
Total: _____/50 points			

Comments / Suggestions

.....

Evaluator's Signature: _____ Date: _____

Clinical Practice Skill Evaluation Rubric (Nursing Process Focused)

Student Name: _____ Student ID: _____

Patient Case / Clinical Setting: _____

Instructions: Evaluate the student's clinical practice performance during patient care. Assess each domain of the nursing process using the rubric below.

Evaluation Criteria	Excellent 5	Good 4	Satisfactory 3	Needs Improvement 2	Poor 1	Score
1. Assessment Skills	Performs accurate and comprehensive assessments including physical, psychological, and social aspects.	Gathers relevant data with minor omissions.	Collects basic data but lacks depth or focus.	Incomplete or inconsistent assessment.	Fails to perform or record essential assessments.	
2. Nursing Diagnosis	Identifies correct and prioritized nursing diagnoses based on assessment findings.	Mostly accurate diagnoses with slight prioritization or clarity issues.	General diagnoses made but lack specificity or clarity.	Vague or poorly justified diagnoses.	Incorrect or missing diagnoses.	
3. Planning and Goal Setting	Develops realistic, patient-centered SMART goals tailored to diagnoses.	Sets mostly relevant and clear goals with minor limitations.	Goals are present but somewhat unclear or generalized.	Goals are vague or poorly linked to problems.	Goals are absent or unrelated.	
4. Intervention Implementation	Provides safe, appropriate, and evidence-based interventions; adapts care as needed.	Delivers interventions competently with minor guidance needed.	Carries out basic care but lacks initiative or precision.	Misses key interventions or lacks independence.	Unsafe or inappropriate implementation.	

Evaluation Criteria	Excellent 5	Good 4	Satisfactory 3	Needs Improvement 2	Poor 1	Score
5. Evaluation and Follow-up	Systematically evaluates outcomes, revises plan as needed, and documents clearly.	Evaluates care outcomes with minor gaps in revision or follow-up.	Performs basic evaluation but lacks detail or consistency.	Minimal or unclear follow-up and reflection.	Fails to evaluate or recognize patient responses.	

Total Score: _____ / 25 points

Evaluator Comments:

6. Feedback Form

Client, Family, and Team Feedback Form

Student Name: _____ Student ID: _____

Date of Interaction: _____ Unit/Setting: _____

Role of Respondent: ☐ Client ☐ Family Member ☐ Team Member

Instructions: Please rate the student's performance using the scale below and provide comments where appropriate.

Rating Scale: 5 = Excellent | 4 = Good | 3 = Satisfactory | 2 = Needs Improvement | 1 = Poor

Evaluation Criteria	5	4	3	2	1
1. Courtesy and Respect Shown During Interaction	☐	☐	☐	☐	☐
2. Clarity and Effectiveness of Communication	☐	☐	☐	☐	☐
3. Attentiveness to Client/Family Concerns	☐	☐	☐	☐	☐
4. Professional Appearance and Behavior	☐	☐	☐	☐	☐
5. Ability to Work Collaboratively with Others	☐	☐	☐	☐	☐
6. Empathy and Emotional Support	☐	☐	☐	☐	☐
7. Responsiveness to Questions or Requests	☐	☐	☐	☐	☐
8. Confidence and Knowledge Demonstrated	☐	☐	☐	☐	☐

Open-ended Feedback

1. What did you appreciate most about the student's performance?

2. What could be improved?

3. Additional comments or suggestions:

Reflection Evaluation Rubric

Student Name: _____ Student ID: _____

Date: _____ Instructor: _____

Instructions: Use this rubric to assess the student's reflective writing or verbal reflection. Mark the level that best represents the student's performance in each area.

Evaluation Criteria	Excellent 5	Good 4	Satisfactory 3	Needs Improvement 2	Poor 1	Score
1. Depth of Reflection	Provides deep insight into experiences, integrates values and personal beliefs with professional learning.	Reflects thoughtfully with some integration of personal and professional perspectives.	Basic reflection with minimal integration of values or learning.	Surface-level reflection; lacks connection to learning or values.	No meaningful reflection or unclear thought process.	
2. Self-Awareness	Demonstrates clear awareness of strengths, weaknesses, and emotional responses.	Shows general awareness with some recognition of personal patterns or behaviors.	Identifies basic strengths/weaknesses with limited insight.	Minimal acknowledgment of personal reactions or traits.	Lacks self-awareness or personal understanding.	

Evaluation Criteria	Excellent 5	Good 4	Satisfactory 3	Needs Improvement 2	Poor 1	Score
3. Application to Future Practice	Clearly applies learning to future nursing practice with specific examples.	Offers general ideas for future practice with some connection to reflection.	States possible application but lacks clarity or specificity.	Vague or uncertain about future applications.	No clear application to practice provided.	
4. Critical Thinking and Analysis	Demonstrates advanced reasoning and analysis of experience with supporting rationale.	Offers logical analysis with minor gaps in reasoning.	Basic analysis with limited rationale or support.	Minimal or unclear analysis of situation.	No critical thinking demonstrated.	
5. Ethical and Professional Values	Thoughtfully incorporates ethical and professional principles into reflection.	References relevant ethical or professional values.	Mentions values but lacks depth or connection.	Weak or inconsistent link to values.	No mention of ethics or professionalism.	

Total Score: _____ / 25 points

Evaluator Comments:

Affective Domain Scoring Rubric (Integrated Behavioral Assessment)

This rubric evaluates student characteristics in alignment with AUN-QA learning outcomes and the Affective Domain of Bloom's Taxonomy. It assesses observable behaviors during clinical and academic activities. A minimum total score of 80% is required to pass.

Instructions: Each criterion is scored on a 5-point scale:

5 = Always demonstrated

4 = Frequently demonstrated

3 = Sometimes demonstrated

2 = Rarely demonstrated

1 = Not demonstrated

Student Name: **Student ID:**

Criteria	Bloom's Affective Level	5	4	3	2	1	Instructor Comments
1. Demonstrates responsibility and punctuality in all tasks	Valuing						
2. Shows initiative and motivation for learning and self-improvement	Valuing						
3. Accepts and applies feedback constructively	Responding						
4. Collaborates effectively and respectfully with peers	Responding						
5. Demonstrates empathy and compassion in patient care	Valuing						
6. Adheres to professional and ethical standards consistently	Organizing						
7. Shows openness to diverse opinions and ideas	Responding						
8. Displays leadership qualities in group settings	Characterizing						
9. Demonstrates honesty and truthfulness in academic and clinical settings	Characterizing						
10. Respects others' rights, privacy, and dignity consistently	Valuing						
11. Accepts responsibility for own actions and decisions	Characterizing						
12. Shows sincerity and transparency in communication	Valuing						
13. Displays commitment to lifelong learning and professional growth	Organizing						
14. Demonstrates compassion and accountability in patient care	Characterizing						

Total Score (Maximum = 70): _____

Result: ☐ Pass (≥56) ☐ Fail (<55)