



Course Specification

Institution's name Rangsit University
School School of Nursing, Child and Adolescent Nursing group

Section 1 General Information

BNE 494 Community Health Nursing Practicum 3 (0-9-5)
(ปฏิบัติการพยาบาลสุขภาพชุมชน)

Co-requisite -

Pre-requisite -

Semester 1/2568

Group 01

Type of the course ☐ General course
☒ Professional course: Practicum
☐ Elective course

Course coordinator 1) Ajarn Nipada Tareepian 2) Asst.Prof. Dr. Nipa Kimsungnoen
3) Ajarn Nattina Wichaidist

Course Instructor 1) Flt.Lt.Romthanika Faimuenwai 2) Asst.Prof. Yupaporn Nakkling

Date of Course development or latest adjusted course August 8, 2025

Section 2 Purpose and Objectives

1. Purposes / Aims of field experience.

The purpose of the course is to provide an opportunity for students to perform clinical nursing practice in community, school health, and nursing care of people with common health problems at home and in community.

2. Course Learning Outcomes (CLOs):

2.1 Knowledge

(CLO 1, Level 1.3) Able to apply knowledge of nursing science, midwifery, and related disciplines to provide nursing care to clients in healthcare facilities and communities.

2.2 Skills

(CLO 2, Level 2.4) Able to utilize the nursing process and evidence-based practice in nursing care delivery within healthcare facilities and communities.

(CLOs 2 Level 2.5) Ability to develop innovations and design management strategies for nursing quality improvement.

2.3 Ethics

(CLO 3, Level 3.2) Able to practice nursing within respect human dignity, client rights, individual differences, and cultural diversity.

(CLO 3, Level 3.3) Able to practice nursing within the scope of moral principles, ethics, legal frameworks, and professional nursing code of ethics.

2.4 Character

(CLO 4, Level 4.1) Able to work as a team in both leadership and team member roles across diverse contexts, demonstrating appropriate participation in professional and social development.

(CLOs 4 Level 4.3) Ability to work effectively in healthcare facilities and community settings, demonstrating creativity, commitment to lifelong learning, and continuous self-development.

3. Advising/Coaching/Counseling hours/week

The advisors will be assigned and clearly announced during the course orientation. Course instructors will advise the students, individuals, or groups, at least 2 hours/per week.

Advisor Names	Room	Contact Information	Schedule
Flt.Lt.Romthanika Faimuenwai	Building 4 Room. 408	patcharaporn.f@rsu.ac.th Tel: 084-6565974	Monday 1 - 3 p.m.
Asst.Prof. Yupaporn Nakkling	Building 4 Room. 408	Email: Yupaporn.n@rsu.ac.th Tel: 087-2952843	Monday 1-3 p.m.

Section 3 Student's Learning Outcome Development

Development of Learning Outcomes in Each Target Learning Standard Domain

1. Summary of Knowledge or Skills to be Developed from Practical Training Experience

- 1.1 Knowledge of community health systems and contemporary research.
- 1.2 Community Health Nursing Process.
- 1.3 Clinical knowledge for community case management, such as:
 - Care for pregnant women, postpartum mothers, newborns, and young children.
 - Care for patients with chronic diseases (diabetes, hypertension, cerebrovascular disease, etc.).
 - Care for bedridden patients and end-of-life patients (Palliative care).
 - Care for psychiatric recovery patients and substance users.
 - Management of common symptoms in the community such as fever, abdominal pain, hypertension, hyperglycemia, etc.
- 1.4 Knowledge of legal, ethical, and professional code aspects, such as:
 - Nursing and Midwifery Profession Act.
 - Patient rights principles.
 - Management of ethical situations in the community.
- 1.5 Skills in applying community health processes.
- 1.6 Skills in teamwork performance in both team leader and team member roles.
- 1.7 Skills in relationship building, teamwork, and coordination.
- 1.8 Skills in developing health innovations to enhance nursing and family health.
- 1.9 Skills in utilizing information technology for efficient work presentation.

2. Description of Processes or Activities to Develop Knowledge or Skills in Item 1

2.1 Provide health care for individuals in 3 families using the nursing process (assessment, diagnosis, planning, implementation, and evaluation) such as pregnant women, postpartum mothers, age-related illnesses, recovery patients, chronic disease patients, bedridden patients, end-of-life patients, psychiatric recovery patients, and psychiatric patients in the community, including chronic substance abusers and tobacco users:

- Study families with health problems and conduct follow-up visits at least twice per family.
 - Write nursing care plans for assigned patients and families in continuous care using the nursing process and evidence-based practice, and design appropriate health care.
- Students select 1 ethical case encountered during home visits or patient care.

2.2 Develop 1 project to solve health problems of individuals in families and communities.

2.3 Develop health innovations in the community.

2.4 Conduct 1 school health project.

2.5 Summarize health screening results and student health care in 1 report.

2.6 Present an overview of community health development implementation.

2.7 Pass the comprehensive community nursing knowledge examination with a 60% passing criterion.

2. Assessment Methods for Learning Outcomes in Each Related Learning Standard

Domain outcome standard

PLOs	CLOs	Learning Outcomes	Teaching Methods	Assessment Methods	Assessment Tools	Assessment Proportions
PLO 2	(CLO 1, Level 1.3)	Knowledge Able to apply knowledge of nursing science, midwifery, and related disciplines to provide nursing care to clients in healthcare facilities and communities	1. Assign students to develop a family nursing care plan for continuous care management. 2. Develop a health problem intervention project for families and communities. 3. Develop a school health promotion project.	- Assessment of Reports 1. Comprehensive Family Nursing Care Plan 2. Family and Community Health Intervention Project 3. School-based Health Program.	Assessment using community health nursing practice evaluation form (Knowledge domain :10%)	10%
PLO 2,4,5	CLOs 2 Level 2.4, 2.5	Skills 1. Able to utilize the nursing process and	Individual Assignment 1. Health care provision for	• Evaluation using Community Health Practice Assessment Form	• Evaluation using Community Health	60%

PLOs	CLOs	Learning Outcomes	Teaching Methods	Assessment Methods	Assessment Tools	Assessment Proportions
		evidence-based practice in nursing care delivery within healthcare facilities and communities. (CLOs 2 level 2.4) Ability to develop innovations and design management strategies for nursing quality improvement. (CLOs 2 level 2.5)	individuals in 3 families using the nursing process (assessment, diagnosis, planning, implementation, and evaluation), including cases such as pregnant women, postpartum mothers, age-related illnesses, patients in recovery phase, chronic disease patients, bedridden patients, terminally ill patients, psychiatric patients in recovery phase, and psychiatric patients in the community, as well as individuals with chronic substance abuse and tobacco use. Study families with health problems and conduct follow-up home visits at least twice per family according to the	Skills Component 50% (assessing: - Individual health care within families - Community health problem intervention projects - School health projects) - Case conference presentation evaluation	Practice Assessment Form Skills Component (50%) Case conference presentation evaluation (10%)	

PLOs	CLOs	Learning Outcomes	Teaching Methods	Assessment Methods	Assessment Tools	Assessment Proportions
			assigned patient and family nursing care plans, utilizing the nursing process and evidence-based practice. Design appropriate health care interventions and select one ethical case encountered during home visits or patient care for presentation. Group Assignment 2. Collaborative analysis of community problems based on family care data, including diagnosis, planning, project development, implementation of community health problem-solving projects, monitoring, and outcome evaluation. 3. Implementation of school health projects including student health assessment and			

PLOs	CLOs	Learning Outcomes	Teaching Methods	Assessment Methods	Assessment Tools	Assessment Proportions
			appropriate health problem interventions.			
PLO 2, 8)	CLO 3 Level 3.2,3.3	Ethics 1. Able to practice nursing within respect human dignity, client rights, individual differences, and cultural diversity. (CLO 3, Level 3.2) 2. Able to practice nursing within the scope of moral principles, ethics, legal frameworks, and professional nursing code of ethics. (CLO 3, Level 3.3)	Students are assigned to practice community health nursing within the scope of moral principles, ethics, legal frameworks, and nursing professional codes of conduct in community settings by studying families with health problems and conducting follow-up home visits at least twice per family according to the assigned patient and family nursing care plans (utilizing the nursing process and evidence-based practice, designing appropriate health care interventions, and selecting one ethical case encountered during home visits or patient care for presentation).	Behavioral observation of: 1. Nursing care for patients and families with health problems 2. Presentation of one ethical case encountered during home visits or patient care	Assessment using Community Health Practice Assessment Form Ethics Component (10%)	10%

PLOs	CLOs	Learning Outcomes	Teaching Methods	Assessment Methods	Assessment Tools	Assessment Proportions
PLO 4,6	CLO 4 Level 4.1,4.3	Character Able to work as a team in both leadership and team member roles across diverse contexts, demonstrating appropriate participation in professional and social development (CLO 4, Level 4.1) 2) Ability to work effectively in healthcare facilities and community settings, demonstrating creativity, commitment to lifelong learning, and continuous self-development (CLOs 4 Level 4.3)	1. Study families with health problems and conduct follow-up home visits at least twice per family according to assigned patient and family nursing care plans, utilizing the nursing process and evidence-based practice, designing appropriate health care interventions, and selecting one ethical case encountered during home visits or patient care for presentation. 2. Analyze community problems based on family care data, including diagnosis, planning, project development, implementation of community health problem-solving projects, monitoring, and outcome evaluation.	- Behavioral observation of: - Nursing care for patients and families with health problems - Implementation of community health problem-solving projects - Implementation of school health projects - Health innovation development/innovative work products	- Assessment using Community Health Practice Assessment Form - Personal Attributes Component (10%) - Health Innovation Development Assessment Form (10%)	20%

PLOs	CLOs	Learning Outcomes	Teaching Methods	Assessment Methods	Assessment Tools	Assessment Proportions
			3. Implement school health projects, including student health assessment and appropriate health problem interventions. 4. Develop innovations for appropriate solutions to community health problems.			

4. ความสอดคล้อง Course Learning Outcome (CLOs) กับผลลัพธ์การเรียนรู้

CLOs	1.Knowledge			2.Skills					3.Ethics			4.Personal Attributes		
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3
CLO 1 Able to apply knowledge of nursing science, midwifery, and related disciplines to provide nursing care to clients in healthcare facilities and communities			✓											
CLO 2 Able to utilize the nursing process and evidence-based practice in nursing care delivery							✓							

CLOs	1.Knowledge			2.Skills					3.Ethics			4.Personal Attributes		
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3
community health project development														
CLOs 4 Able to practice nursing in healthcare facilities and communities using creativity, with commitment to continuous learning and self-development														✓

Section 4 Working Process

1. Course description

ปฏิบัติการพยาบาลสุขภาพชุมชน งานอนามัยโรงเรียน การดูแลการเจ็บป่วยที่พบบ่อยที่บ้านและในชุมชน ดูแลผู้หญิงตั้งครรภ์มารดาหลังคลอด ทารกแรกเกิดและเด็กก่อนวัยเรียน ผู้ป่วยระยะพักฟื้น ผู้ป่วยโรคเรื้อรัง ผู้ป่วยติดเตียง ผู้ป่วยระยะสุดท้าย ผู้ป่วยจิตเวชระยะพักฟื้นและผู้ป่วยจิตเวชในชุมชน รวมถึงผู้ที่ติดสารเสพติดเรื้อรังและบริโภคนาสูบ การสื่อสารทางคลินิกกับผู้ป่วยและญาติและทีมสุขภาพ ประเมินและใช้ทรัพยากรที่เหมาะสมกับผู้ป่วยแต่ละราย บนพื้นฐานของกฎหมาย จริยธรรมและจรรยาบรรณวิชาชีพ

Community health nursing practicum, school health nursing, nursing care of people with common health problems at home and in community; care of pregnant women, postpartum mothers, newborns, and pre-school children, patients in recovery period, patients with chronic diseases, bed-ridden patients, patients in terminal stage, psychiatric patients in recovery period and those living in community, drug and substance abusers, tobacco consumption, etc., nursing communication with patients, family members, and healthcare team; assess and appropriate use of resources, on the basis of laws, ethics, and professional code of ethics.

2. Student Activities

2.1 Pre-post conference

2.2 Survey, analyze, list the problems, plan, and provide community nursing care for people living in a community chosen

- 2.3 Develop and manage a health project to improve one of common community health problems, as well as document and report
- 2.4 Provide home care and home visit for 2 families/student include care of pregnant women, postpartum mothers, newborns, and pre-school children, patients in recovery period, patients with chronic diseases, bed-ridden patients, psychiatric patients in recovery period and those living in community, drug and substance 91 abusers, tobacco consumption, etc., using family health nursing knowledge, family assessment, problem setting, planning, interventions, and evaluation at least 2 consecutive home visits/families
- 2.5 Provide school health service, especially health screening, document, and report common health problems and advices, at least 1 time
- 2.6 Select ethical situation occurred in the clinical setting at least 1 per group (6-8 students) after that discuss with all group members based on ethical principles.
- 2.7 Class conference on the last day of practicum

3. Student reports or assignments

Assignment	Due date
1. Nursing Care Plans (3 families) - Design appropriate care and select 1 ethical case	Plans due 1 day before visits; Complete plans with evaluation due after final visit
2. Community Health Problem-Solving Project Report (PDCA Model)	Final day of practical training
3. Health Innovation Report (1 per group)	Final day of practical training
4. Health Screening and Student Care Summary	Within 1 week after school health training completion

4. Following up on the learning outcomes of students

- 4.1 The clinical instructor conducts pre-post conference and clinical teaching
- 4.2 The clinical instructor reviews information from students' report or randomly checks information from family folder, discuss with students, and provide recommendations to students
- 4.3 The clinical instructor and/or nursing staffs participate in the student's practice and provide suggestions
- 4.4 The clinical instructor supervises and evaluates student's clinical performance.

5. Responsibility of preceptor in a clinical setting

- 5.1 Orientation to the health facility, rules, and regulations
- 5.2 Act as a coach/counselor to provide advices
- 5.3 Participate in case conferences and provide suggestions

6. Responsibility of Instructor/Supervisor

- 6.1 Coordinate with the staffs of clinical practice site and discuss about the student practicum, especially the goal and objectives of a course
- 6.2 Orientation to the course—course description, goal and objectives, learning process and outcomes, and evaluation method
- 6.3 Conduct the student's orientation to the rules and regulations of the health facility, as well as ethical issues concerning practices
- 6.4 Arrange a training session for the students to prepare their readiness
- 6.5 Instruct, advise, provide feedback, and evaluation for the purpose of the student's performance improvement
- 6.6 Coordinate with the staffs to resolve any issues relating to student's practicum
- 6.7 In collaboration with the staffs, summarize and evaluate the students' clinical experiences

7. Student Preparation / Orientation and Assistance

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

8. Facilities and support required from a clinical setting.

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

หมวดที่ 5 การวางแผนและการเตรียมการ

1. Identify the clinical setting for the practice.

Select healthcare facilities and hospitals that demonstrate readiness in terms of clientele capable of covering course objectives, with personnel who are committed to knowledge development.

2. Student Preparation

- Course orientation Clarification of details Teaching and Assessment Guidelines Orientation of training resources about rules and practices.

- Review and practice all necessary procedures for the practicum in the laboratory

3. Instructor / Supervisor preparation

Organize a meeting to clarify the details of the course. Objectives of practical training Expected Learning Outcomes Organizing teaching and learning activities, assignments, assessments of learning. Supervision schedule before practical training

4. Preceptor Preparation

Organize a meeting to clarify the details of the course. Objectives of practical training Expected Learning Outcomes Organizing teaching and learning activities, assignments, assessments of learning. Supervision schedule before practical training

5. Risk Management

- Orientation of the high-volume incidences in clinical practice of the healthcare facilities such as medication errors, delay and/or misinformation, etc.

- Coordinate with the staffs to ensure safety of the students during their clinical practice

- Designate a student representative to effectively communicate with the clinical instructor/staffs at anytime

- Clinical instructor continuously follow-up with the students during the clinical practice period to ensure effective learning experience Coordinate with staff nurse practitioner in the training center continuously.

- Introduce the healthcare setting's protocol to students in order to follow and ensure proper reporting system for adverse event

- The clinical instructor shall manage the risk issue by following the protocol of the clinical setting when it arises

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:

Assessment	Work Used for Learning Outcome Assessment	Assessment Proportion
Knowledge (1.3)	Individual Reports 1. Community nursing practice and nursing care reports for 3 assigned families 2. Case conference presentation	Knowledge Domain: 10% 10%
Skills (2.4, 2.5)	Group Reports 1. Community nursing practice and community health problem-solving project implementation reports	Skills Domain: 50% Personal Attributes Domain: 10%
Ethics (3.2, 3.3)	1. Community nursing practice for 3 assigned patient families (presentation of ethical issues in nursing practice)	Ethics Domain: 10%
Character (4.1, 4.3)	2. Health innovation development reports	10%

Community Nursing Department Examination Score

The Community Nursing Department examination is conducted after completion of practical training. Students must pass with a 60% criterion **to be eligible for course assessment in this subject.**

Assessment Forms Used to Evaluate Learning Outcomes in Each Domain

Learning Standards	Assessment Forms
Knowledge (1.3)	1. Community Health Nursing Practice Assessment Form - Knowledge Domain (10%) 2. Post-Practice Departmental Knowledge Test
Skills (2.4, 2.5)	1. Community Health Nursing Practice Assessment Form - Skills Domain (50%) 2. Case Conference Presentation Assessment Form (10%) 3. Health Innovation Report Assessment Form (10%)
Ethics (3.2,3.3)	Community Health Nursing Practice Assessment Form - Ethics Domain (10%)
Character (4.1, 4.3)	Community Health Nursing Practice Assessment Form - Personal Attributes Domain (10%)

2. Student Performance Evaluation Process

2.1 Assess professional morality and ethics using professional morality and ethics assessments.

2.2 Evaluate nursing practice, consolidate nursing plans. Using professional practice skills assessments

2.3 Evaluate innovation using innovation assessment.

2.4 Ethical rounds are assessed using ethical rounds assessments.

2.5 Evaluate Nursing care plan for family member using Nursing care plan for family assessments.

2.6 Evaluate reports and case conference presentations using case conference assessments.

3. Responsibility of Preceptor in Evaluation

3.1 Assess professional morality and ethics using professional morality and ethics assessments.

3.2 Evaluate nursing practice, consolidate nursing plans. Using professional practice skills assessments

3.3 Evaluate innovation using innovation assessment.

3.4 Ethical rounds are assessed using ethical rounds assessments.

3.5 Evaluate Nursing care plan for family member using Nursing care plan for family assessments.

3.6 Evaluate reports and case conference presentations using case conference assessments.

4. Responsibility of Instructor/supervisor in Evaluation

4.1 The teacher in charge of the course collects the results of the assessment of student nursing practice from each group of in-service professors and considers the results together with the in-service teacher and mentor to grade results.

4.2 The teacher in charge of the course presents the grading results to the Bachelor of Nursing Program Committee for review and certification of the assessment results.

5. Conclusion of different evaluation

If the in-service teacher has a different opinion on the assessment results. Each group of in-service professors will attend a meeting to discuss the students' training to conclude.

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.

