



FIELD EXPERIENCE SPECIFICATION

Faculty School of Nursing **Department** Maternal-Child Nursing and Midwifery

Curriculum Bachelor of Nursing Science Program, New Program in Year 2022

Section 1 General Information

BNE 394	ปฏิบัติการพยาบาลมารดา ทารกและผดุงครรภ์ 1 Maternity Nursing and Midwifery practicum I	3(0-9-5)
Co-requisite	-	
Prerequisite	BNE341 Maternity Nursing and Midwifery I	
Semester	1/2568	
Section	11	
Type of subject	☐ General education course ☒ Professional course ☐ Free elective course	
Course Coordinator	1. Asst.Prof..Dr. Suphangphim Rattasumpun 2. Aj. Thanyarat Kulneejitmatee	
Course Instructors	1. Asst.Prof..Dr. Suphangphim Rattasumpun 2. Aj.Benjawan Klaitabtim 3. Aj. Sasipin Supamontree Boupol 4. Aj. Waraporn Kaewsuk	
Date of preparation	July 25, 2025	

Section 2 Course Objective

1. Objectives of the course

The course aims to provide nursing students with the opportunity to practice and apply maternity nursing and midwifery for individuals and groups in hospital settings. By the end of the course, students will be able to:

- 1) Practice in caring for the normal mother and neonate during antepartum, intrapartum, and postpartum periods
- 2) Apply the nursing process to provide holistic nursing care, health promotion of the mother and neonate
- 3) Conduct normal birth delivery, maternal and neonate attachment and bonding, family health promotion, family planning, and breastfeeding,
- 4) Assess the mother's medication use, and provide necessary information regarding appropriate and safe medication use concerning laws, the code of ethics, and professional conduct.

This practicum fosters critical thinking, as well as compassion and professional responsibility, preparing students for effective communication with the interdisciplinary team in maternity nursing and midwifery practice.

2. Course Learning Outcomes (CLOs)

- 1) Apply theoretical knowledge of nursing, midwifery, and related sciences for caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns, and use a holistic approach (CLOs1.3 aligned with PLOs 1)
- 2) Demonstrate effective communication behavior with the nursing team, interdisciplinary team, client, and client's family. (CLOs2.2 aligned with PLOs 5)
- 3) Utilize the nursing process and evidence-based practice in nursing care and midwifery through a holistic approach. (CLOs2.4 aligned with PLOs 2)
- 4) Express behavior that is ethical, legal, and ethical in the nursing profession in caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns. (CLOs3.3 aligned with PLOs 8)
- 5) Express compassion and public-mindedness in caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns (CLOs4.2 aligned with PLOs8)

Section 3 Learning Outcome Development

Revise the course based on the previous course evaluation as follows: The delivery room experiences a high volume of births during certain periods, resulting in students not gaining sufficient experience. The training period and training setting must be adjusted.

Therefore, the delivery room at Thanyaburi Hospital was expanded to Nopparat Rajathanee Hospital.

PLO	Course Learning Outcome (CLOs)	Methods of organizing learning experience	Evaluation methods	Evaluation tools
1	1. Knowledge - Apply theoretical knowledge of nursing, midwifery, and related sciences for caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns, and use a holistic approach (CLOs1.3 aligned with PLOs 1)	- The instructors should link the essence of care into the practicum, the health system that has changed over the past few years, to providing maternal and child health during pregnancy, childbirth, and the postpartum period - Students could summarize the knowledge from experience	- Students could answer the questions and understand how to care for the client, and they have the content knowledge to provide care during pregnancy, childbirth, and the postpartum period.	- Case study analysis assessment using the nursing process Form
5	2. Skills - Demonstrate effective communication behavior with the nursing team, interdisciplinary team, client, and client's family. (CLOs2.2 aligned with PLOs 5)	- The student could reflect on the owner practicum, such as strengths, weaknesses, and guidelines to develop themselves - Case study discussion by linking up the main point and evidence-based or other cases for	- The student could be link up and reflect their knowledge and understanding by reflection about the client -The students could increase their intellectual	- Midwifery skills assessment in hospitals Form - Classroom behavior observation Form

PLO	Course Learning Outcome (CLOs)	Methods of organizing learning experience	Evaluation methods	Evaluation tools
2	- Utilize the nursing process and evidence-based practice in nursing care and midwifery through a holistic approach. (CLOs2.4 aligned with PLOs 2)	analysis, and developing a method of caring - Group participation and analyzing the case with knowledge and experience. And finding the problem and planning for holistic care - The instructor suggests text textbook and a website that are essential for the knowledge and useful for their practicum - Each student has a case assignment by one case/day, and design to nursing care plan for each case - The student caring with the nursing process conforms to the patient's problem - Group discussion about practicum in each area, such as during pregnancy, childbirth, postpartum period, and the newborn, to	skill each day - Assessed by friends - Assess the practice skill of Leopold's maneuver and suitable suggestion - Assess the practice skills of nursing care during birth and child and after birth in 2 hours - Assess the effectiveness of health education and patient satisfaction. - Accurate calculation - Assess practice skill all area - Language and technology information to teach health education	

PLO	Course Learning Outcome (CLOs)	Methods of organizing learning experience	Evaluation methods	Evaluation tools
		develop skills for good practice - Students could calculate the intravenous fluid flow rate and doses of medicines - Students learned to calculate the date of birth, gestational age, and birth period - Students measured the body composition of babies - Students teach health education for antenatal or postnatal care	- Assess the practice skill of Leopold's maneuver and suitable suggestion - Assess the practice skills of nursing care during birth and child and after birth in 2 hours - Assess the effectiveness of health education and patient satisfaction	
8	3. Ethics - Express behavior that is ethical, legal, and ethical in the nursing profession in caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns. (CLOs3.3 aligned	- Assignment without discrimination in religion and nationality, also with care for the honor of a person - Raise the student's awareness of caring with integrity, and if any errors are made, they have to consult the instructor	-Represent understanding during participation in a group - analyze from nursing care plan about the ethical issues	- Observation form for nursing professional ethics, morality, law, and code of conduct

PLO	Course Learning Outcome (CLOs)	Methods of organizing learning experience	Evaluation methods	Evaluation tools
	with PLOs 8)	- To analyze case assignments about the ethical issues, at least 1-2 cases/week		
8	4) Personal attributes - Express compassion and public-mindedness in caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns (CLOs4.2 aligned with PLOs8)	- The instructors should be a good model in relationship with the nursing team and the patients for the students to understand interaction with the team and pregnant, parturient, and puerperium - The student follows the case with good communication - The student practices to present a case or report data of a case assignment to in-charge nurse	- Student expression - Student manner & speech - Patient satisfaction - The nurse team assesses the student	- Assessment of compassionate behavior Form

Alignment between Course Learning Outcomes (CLOs) and Learning Outcomes

Domains

Course Learning Outcomes	Knowledge	Skills		Ethics	Personal attributes
	1.3	2.2	2.4	3.3	4.2
CLO 1 Apply theoretical knowledge of nursing, midwifery, and related sciences for caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns, and use a holistic approach (CLOs1.3 aligned with PLOs 1)	√				
CLOs 2 Demonstrate effective communication behavior with the nursing team, interdisciplinary team, client, and client's family. (CLOs2.2 aligned with PLOs 5)		√			
CLOs 3 Utilize the nursing process and evidence-based practice in nursing care and midwifery through a holistic approach. (CLOs2.4 aligned with PLOs 2)			√		
CLOs 4 Express behavior that is ethical, legal, and ethical in the nursing profession in caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns. (CLOs3.3 aligned with PLOs 8)				√	
CLOs 5 Express compassion and public-					√

mindfulness in caring for pregnant women during antepartum, intrapartum, and postpartum, including newborns (CLOs4.2 aligned with PLOs8)					
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Section 4 Working Process

1. Course Description

ฝึกปฏิบัติการพยาบาลมารดาและทารกในระยะตั้งครรภ์ ระยะคลอดและหลังคลอดในรายปกติ โดยใช้กระบวนการพยาบาลในการดูแลแบบองค์รวม การสร้างเสริมสุขภาพและการสร้างสัมพันธภาพของมารดาและทารกแรกเกิดตั้งแต่วัยในครรภ์ การทำคลอดในรายปกติ การสร้างเสริมสุขภาพครอบครัว และการวางแผนครอบครัว การส่งเสริมการเลี้ยงลูกด้วยนมแม่ การประเมินปัญหาเกี่ยวกับการใช้ยา การให้ข้อมูลที่จำเป็นต่อการใช้อย่างเหมาะสมและปลอดภัย โดยคำนึงถึงหลักกฎหมาย จริยธรรม และจรรยาบรรณวิชาชีพ

The course is designed to provide clinical nursing experience utilizing the bio-psychosocial approach in caring for normal pregnant women during antenatal, intrapartum, and postpartum periods, maternal and child attachment and bonding. Caring for the newborn is under normal conditions. To apply the nursing process to assess, plan, and implement quality care for women during their reproductive cycle. It also considers Child-rearing in the first month of life, family health promotion, and family planning. The major emphases of the clinical areas are pregnancy and puerperium.

2. Student's Activities

2.1 The student was assigned to care for individual midwifery cases, caring for 1-2 cases/day as follows:

- At the antenatal care department, at least 2 cases/ day,
- At the delivery department, 2-3 attend to period case and 1-2 deliver cases/ 5 days,
- At the postpartum, 1 case continues 2-3 days

2.2 Pre-post conference daily

2.3 Case discussion at the practical area diary

2.4 Individual Case study report 1 case

2.5 Present case conference 1-2 persons/case

2.6 Provide individual health education and group sessions in each area

3. Assignment

Paper assignment	Date of submission
1. Nursing care plan assignment: Process nursing care plan 2 cases/ week	Daily, in the morning
2. Labor's report 1-2 cases/ week in attendant and labor room	Daily, in the morning
3. Case study report 1 case/department	1 day after finishing the field experience course
4. Health educational plan 1 copy/ department	2 days before the start health education program

2. Learning activities and nursing practice

- Instructors check the nursing care plan, case study, and advice for developing the nursing care plan
- Instructors make nursing rounds and advise the students to improve their nursing practice
- Instructors provide nursing conference and feedback and/or advice for developing or revising the nursing care plan
- Instructors observe student practice and teaching on an interesting topic
- Instructors suggest/or teach clinical thinking and nursing adjudge in various clinical situations

5. Role and function, and responsibilities of preceptors in the clinical setting

- Preceptors orient the student about the setting, clinical practice guidelines, rules, and discipline.
- Preceptors advise the student to improve nursing practice.
- Preceptors attend and participate with Instructors for the student nursing practice.
- Preceptors participate with Instructors for evaluation.

6. Role and function of instructors

- Provide course orientation

- To teach, advise, counsel, and provide feedback for improvement/develop nursing skills
- Cooperate with the hospital staffs and to assign interesting cases base on course objectives

7. Student preparation/ orientation/assistance

- Orientation: course description, learning outcomes, student activities, medical form, rules, and discipline
- Teach, counseling, advise /or feedback, evaluate, and comment to develop the student
- Collaborate with the personnel in the hospital about course descriptive learning outcomes
- Conference with the instructional team to prepare TQF 4 and study guide
- Provide essential laboratory review to ensure/empower the students before practice

8. Facilities and support required from the clinical setting

- Library: Textbook, Nursing Journal
- Human model and materials for practice in the laboratory room
- Room: Study room, conference rooms, or counseling room
- IT support: Computer, LCD projector, or other presentation
- The bus: for transporting nursing students to Nopparat Rajathanee Hospital and Thanyaburi Hospital,

Section 5 Lesson Planning and Preparation

5.1 Identify the clinical setting for the practice

- 1.1 Thanyaburi Hospital
 - 1.1.1 Antenatal care department
 - 1.1.2 Delivery department
 - 1.1.3 Postpartum department
- 1.2 Nopparat Rajathanee Hospital
 - 1.2.1 Delivery department

1.2.2 Postpartum department

5.2 Student preparation / Orientation

- 2.1 Course orientation
- 2.2 Evaluate the student's knowledge by pre-post test
- 2.3 Summarize the core concepts of midwifery nursing care
- 2.4 Review practice in the laboratory room

5.3 Instructor/supervisor preparation

Orientation about course management: goal, objective, learning outcomes, learning activities, evaluation form, clinical teaching, lab practice, and case analysis practice.

5.4 Preceptors preparation

Cooperate with the hospital staff and assign preceptors based on course objectives.

5.5 Risk management

5.5.1 Risk Prevention

- Orientation risk issue for prevention, such as falls the but transport
- Students did observation and counseling closely for all nursing procedures
- Instructor student ratio not more than 1:8 according to the standards (1:4 in the delivery department)
- The instructor reports an adverse event to the head nurse or the nursing staff immediately
- The instructor, head nurse, and nurse in charge analyze the course and impact of risk and solve the problem together, and arrange risk prevention for the future

5.5.2 Risk management

In any risk incidents involving the students, clients, or others resulting from the student performing or nursing procedures. The student must immediately report the incident to the instructor and/or document the incident for future review and improvement. The instructor should coordinate with the practice setting and/or relevant authorities to address the incident appropriately. The incident must be reported to the course coordinator, group leader, program head, and Associate Dean for Academic Affairs. As applicable, collaboratively identify the solutions and implement preventive measures to avoid recurrent incidents in the future.

5.6. Student appeal

Rangsit University offers structured channels for students to express concerns or file complaints 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 Dean, or Dean. 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 Evaluation

6.1 Evaluation Criteria

Learning outcome	Evaluation method	Evaluation Tools	Evaluation proportion
Knowledge (CLOs1.3)	1. Case study (individual)	-Case study analysis evaluation Form (Rubric)	10%
	2. Nursing care plan report	-Nursing care plan report assessment Form (Rubric)	5%
	3. Post-clinical practice examination	- 40-item MCQ test (requirement score must be more than 60%)	Pass/Fail
Skills (CLOs2.2, 2.4)	1. Apply the nursing process to provide nursing care	- Maternity and Midwifery skills assessment in	30%

Learning outcome	Evaluation method	Evaluation Tools	Evaluation proportion
	- Provide Health education - Present and discuss the case study	hospitals Form - Nursing process evaluation Form - Health education for the mother evaluation Form - Presentation and discussion case study evaluation Form	30% 5% 10%
Ethics (CLOs3.3)	- Express behavior that is ethical, legal, and ethical in the nursing profession	- Observation form for nursing professional ethics, morality, law, and code of conduct.	5%
Personal attributes (CLOs4.2)	- Express compassion and public-mindedness in caring	- Assessment of compassionate behavior Form	5%

6.2 Evaluation Process

6.2.1 Evaluate the nursing performance of students by the evaluation checklist forms of faculty

6.2.2 Evaluate the case study report using by evaluation checklist forms of the faculty

6.2.3 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.

6.2.4 Performance evaluation will be conducted using a standardized evaluation form. Students will receive formative 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.

6.2.5 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.

6.2.6 Upon completion of the practicum, students will take an examination consisting of 40 multiple-choice questions covering the core content in maternity nursing and midwifery. If a student fails to achieve the criteria of 60%, they will be required to reexamination. Student performance will be evaluated using a structured scoring rubric to determine final course outcomes.

Grading criteria

Grade	Score (%)	Score (10%)	Score (5%)	Description
A	80-100	8-10	4.0-5.0	Excellent
B+	75-79	7.5-7.9	3.75-3.95	Very good
B	70-74	7.0-7.4	3.50-3.70	Good
C+	65-69	6.5-6.9	3.25-3.45	Fairly good
C	60-64	6.0-6.4	3.00-3.20	Fair
D+	55-59	5.5-5.9	2.75-2.95	Poor
D	50-54	5.0-5.4	2.50-2.70	Minimum Passing
F	0-49	0-4.9	0-2.45	Failure

6.3 Responsibility of the preceptor in evaluation

6.3.1 The preceptor had already been trained for the preceptor course.

6.4 Responsibility of the instructor in evaluation

6.4.1 Gather the evaluation record and determine the grade level of each student based on the evaluation criteria

6.4.2 Student's grade will be reviewed as follows

- reviewed with the teaching team
- reviewed with the administration committee

- reviewed with the Nursing Standard Control Committee

6.4.3 Summary of course evaluation for improving the course in the next academic year

6.5 Conclusion of the different evaluations

The course coordinator and faculty instructors will discuss learning outcomes and processes to improve RQF4, study guide, and plan for practice in the next academic year.

Section 7: Evaluation and Improvement Plan

1. Effective evaluation strategies by students

- Students reflect on learning-teaching activities, the strong and weak points of the course in classroom tutorial

- Unit evaluation and course evaluation by the student at the end of the course.

2. Teaching evaluation strategies

- Evaluation of learning-teaching activity by team-teaching, colleagues, and administrators
- Observation on student participation, discussion, role play, demonstration and return demonstration,
- Focus group and feedback between students and faculties

3. Teaching Improvement

- Improve in learning-teaching activities based on students' reflection and evaluation of the course.
- The teaching team, head of the nursing group, and the curriculum committee arrange a conference to improve the course
- Conducting a research study on students' needs and satisfaction in learning-teaching activity in the fundamentals of nursing I course.

4. Verification of the student's achievement

- Team-teaching review the minimum, average, and maximum scores of the examination and the written report.

- The student's scores and grading will be verified by team-teaching, the head of the nursing group, and the committee members.

5. Re-evaluation and plan for the effectiveness of the course improvement

- Use the evidence from the course evaluation and unit evaluation to improve the learning and teaching activities of the course annually

Appendix

- Case study analysis evaluation Form (Rubric)
- Nursing care plan report assessment Form (Rubric)
- Maternity and Midwifery skills assessment in hospitals Form
- Nursing Process Evaluation Form
- Health education for the mother evaluation Form
- Presentation and discussion case study evaluation Form
- Observation form for nursing professional ethics, morality, law, and code of conduct.
- Assessment of compassionate behavior Form