



Course specification

Faculty School of Nursing **Department** Maternity Nursing and Midwifery
Curriculum Bachelor of Nursing Science Program, New Program in Year 2022

Section 1 General Information

BNE 341	การพยาบาลมารดา ทารกและผดุงครรภ์ 1 (Maternity Nursing and Midwifery I)	3(2-2-5)
Co-requisite course	-	
Prerequisite course	-	
Semester	1/2025	
Section	01	
Course type	☐ General education course ☐ Professional foundation course ☒ Professional course ☐ Free elective course	
Course coordinators	1) Asst.Prof.Dr.Suphangphim Rattasumpun 2) Aj.Thanyarat Kulneejitmatee	☒ Former instructor ☒ Former instructor
Course instructors	1) Asst.Prof.Dr.Suphangphim Rattasumpun 2) Aj. Patarawadee Pholphoke 3) Aj. Waraporn Kaewsuk	☒ Former ☐ Invited ☒ Former ☐ Invited ☒ Former ☐ Invited
Study place	Room 4/2-400-1, School of Nursing	☒ In-site ☐ Out-site
Latest update	5 August 2025	

Section 2 Course Objectives and Components

1. Course objectives:

1) Explain concepts of maternal-neonatal and midwifery nursing, women's reproductive health promotion, parental preparation, family building, family planning, and infertility.

2) Analyze nursing interventions for health promotion, promoting mother, neonate, and family bonding and attachment during antepartum, intrapartum, and postpartum periods, childbirth delivery process, neonatal assessment, breastfeeding promotion,

3) Explain the nursing process approach in caring for the normal mother, neonate, and family by using holistic care

4) Practice in laboratory situations relevant to maternal and neonatal nursing with regard to laws, the code of ethics, and professional conduct.

2. Course description

Concepts of maternal-neonatal and midwifery nursing, women's reproductive health promotion, parental preparation, family building, family planning, infertility, nursing interventions for health promotion, promoting mother, neonate and family bonding and attachment during antepartum, intra-partum, and postpartum, childbirth delivery process, neonatal assessment, breastfeeding promotion, nursing process approach in caring for normal mother, neonate and family by using holistic care, laboratory practice relevant to maternal and neonatal nursing with regard to laws, the code of ethics, and professional conduct.

แนวคิดการพยาบาลมารดา ทารก และการผดุงครรภ์ การส่งเสริมสุขภาพสตรีวัยเจริญพันธุ์ การเตรียมตัวเป็นบิดามารดา การสร้างครอบครัว การวางแผนครอบครัว ภาวะมีบุตรยาก การส่งเสริมสุขภาพ และสร้างเสริมสัมพันธภาพของมารดา ทารกแรกเกิดและครอบครัวในระยะตั้งครรภ์ ระยะคลอดและหลังคลอด การช่วยคลอดปกติ การประเมินสภาพทารกแรกเกิด การส่งเสริมการเลี้ยงลูกด้วยนมแม่และการเลี้ยงดูทารกแรกเกิดปกติ การใช้กระบวนการพยาบาลในการดูแลมารดา ทารกแรกเกิดและครอบครัวแบบองค์รวม การฝึกปฏิบัติการพยาบาลมารดาและทารกในห้องปฏิบัติการพยาบาล โดยคำนึงถึงกฎหมาย หลักจริยธรรมและจรรยาบรรณวิชาชีพ

3. Contact hours per week for advising and guidance to students

- Course instructors will advise the students, individuals, or groups, at least 2 hours/week.
- The advisor (s) of the course will be assigned and clearly announced during the course orientation. Students may sign up to meet with his/her advisor privately for an hour per week as needed.

Instructors	Room	Email	Schedule
Aj.Thanyarat Kulneejitmatee	Building 4 Room 408	thanyarat.k@rsu.ac.th	M: 9.00-16.00

Asst.Prof.Dr.Suphangphim Rattasumpun	Building 4 Room 407	suphangphim.r@rsu.ac.th	M: 9.00-16.00
---	------------------------	-------------------------	---------------

4. Course Learning Outcomes (CLOs)

After studying this course, the students should be able to:

4.1 Knowledge

1) Utilize knowledge, concepts, and theories in maternal-neonatal nursing and midwifery for analyzing women's health during the antepartum, intrapartum, and postpartum period, including the newborn problems, planning, and implementing nursing interventions in case studies or simulations. (CLOs 1.2 aligned with PLOs 1)

4.2 Skills

2) Use the scientific process to analyze the selected case by using critical thinking to solve the health problem (CLOs 2.3 aligned with PLOs 2)

3) Practice the nursing care of mother and newborn during antepartum, intrapartum, and postpartum periods, including newborn in laboratory and simulation (CLOs 2.3 aligned with PLOs 2)

4.3 Ethics

4) Express honesty and disciplined behaviors, respect for regulations, and responsibility (CLOs 3.1 aligned with PLOs 8)

5) Express the nursing care of the mother and newborn in the laboratory and simulation with regard to laws, the code of ethics, and professional conduct. (CLOs 3.3 aligned with PLOs 8)

4.4 Personal Attributes

6) Demonstrate compassionate behavior and be service-minded. (CLOs 4.2 aligned with PLOs 2)

Section 3 Student's Learning Outcome Development

Revised the teaching process from last year by adding more case study analysis and reducing the number of students in group work.

1. Knowledge

PLOs	Learning outcome (CLOs)	Teaching methods	Evaluation methods	Evaluation tools
1	Utilize knowledge, concepts, and theories in maternal-neonatal nursing and midwifery for analyzing women's health during the antepartum, intrapartum, and postpartum period, including the newborn problems, planning, and implementing nursing interventions in case studies or simulations. (CLOs1.2 aligned with PLOs1)	- Brief the core concepts - Assign group work for analyzing the case scenario and planning nursing intervention	- Quiz (5%) - Examination I (25%) - Examination II (30%) - Group work presentation (5%)	- Multiple choice questions - Multiple choice questions - Multiple choice questions - Presentation Evaluation Form (Rubric)

2. Skills

PLO	Learning outcome (CLOs)	Teaching methods	Evaluation methods	Evaluation tools
2	- Use the scientific process to analyze the selected case by using critical	- Self-study and complete their assignment by reading, writing, and searching for	- Observe the process of discussion and knowledge	- Clinical judgment in laboratory training by using the simulation evaluation Form

	thinking to solve the health problem (CLOs 2.3 aligned with PLOs 2) - Practice the nursing care of mother and newborn during antepartum, intrapartum, and postpartum periods, including newborn in laboratory and simulation (CLOs2.3 aligned with PLOs 2)	knowledge from various resources before attending the class tutorial. - Discussion and knowledge sharing in class tutorial. - Perform laboratory practice in case scenario, demonstrate, and return to demonstrate - Provide the simulation in laboratory training.	sharing in the class tutorial. - Observe the practice in the Simulation Laboratory training	
--	--	---	---	--

3. Ethics

PLO	Learning outcome (CLOs)	Teaching methods	Evaluation methods	Evaluation tools
8	Express honesty and disciplined behaviors, respect for regulations, and responsibility (CLOs 3.1 aligned with PLOs 8) 5) Express the	- Provide the case scenario that integrates how to practice with regard to laws, the code of ethics, and professional conduct. - Admire students with honesty and disciplined behaviors, respect for	- Observe students' behavior in class attendance and punctuality - Submit the case report on time - Reflect honesty,	-Classroom Behavior Observation Form

	nursing care of the mother and newborn in the laboratory and simulation with regard to laws, the code of ethics, and professional conduct. (CLOs 3.3 aligned with PLOs 8)	regulations, and responsibility.	discipline, respect for rules, and accountable behaviors of others and themselves, and show a positive attitude toward the nursing profession during classroom tutorials and conduct assignments. (5%)	
--	---	----------------------------------	--	--

4. Personal Attributes

PLO	Learning outcome (CLOs)	Teaching methods	Evaluation methods	Evaluation tools
2	Demonstrate compassionate behaviors and be service-minded. (CLOs 4.2 aligned with PLOs 2)	- Attend the class - Provide the case scenario for Practice in laboratory training	Observe behavior in the class and laboratory participation (5%)	Laboratory Evaluation Form

Section 4: Lesson Plan and Evaluation

1. Lesson plans

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
F 1 Aug 2025 8.30-9.00	Course orientation	0.5	- Briefly explain the information about the course and learning resources. - Establish a class agreement about the course learning and teaching.	Asst.Prof.Dr.Suphangphim Rattasumpun
F1 Aug 2025 9.00-12.00	<u>Unit 1: Conceptual bases of maternal and child health nursing and midwifery profession</u> 1.1 Conceptual bases of maternal and child health nursing 1.2 Health system policy and health insurance 1.3 Factors influencing maternal and child health. 1.4 Contemporary issues	3	Learning resources 1. Power point 2. VDO 3. Kahoot/Socrative 4. Case study/Assignment 5. Google classroom 6. websites: -Professional Nursing and Midwifery Act http://www.tnc.or.th/files/2014/08/page-9830/the_professional_act_2528_2540_pdf_26494.pdf -Scope of nursing and midwifery practice http://www.tnc.or.th/en/content/content-10188.html	Asst.Prof.Dr.Suphangphim Rattasumpun

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
	and trends of maternity nursing 1.5 Vital statistics 1.6 Conceptual bases of midwifery profession 1.7 Role and competencies of nurse-midwifery based on nursing and midwifery act. 1.8 Ethical issues of nurse-midwifery		-Thailand Nursing and Midwifery Council Competencies of Registered Nurses http://www.tnc.or.th/files/2010/02/page-138/professional_competency_pdf_10152__28999.pdf - Nursing and Midwifery Regulation on Code of Professional Conduct (B.E. 2550) http://www.tnc.or.th/files/2014/09/page-10189/code_of_professional_conduct_pdf_18735.pdf -INTERNATIONAL CONFEDERATION OF MIDWIVES: Essential competencies for basic midwifery practice 2010 Revised 2013 http://internationalmidwives.org/assets/uploads/documents/CoreDocuments/ICM%20Essential%20Competencies%20for%20Basic%20Midwifery%20Practice%202010,%20revised%202013.pdf <u>Learning process</u> 1. Lecturers orient about teaching- learning process, learning resources, student's guideline, and student's assignment before starting class. 2. Students attend a class orientation on the first day of the class and make understanding with a learning process that	

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
			is present on the student's guideline/assignment. 3. Students read and/or search knowledge from various resources and do exercises in student's assignment before attending the class. 4. Students discuss and share knowledge, skill, and experience in the classroom tutorial. 5. Group discussion, presentation, and classroom activities will be done to achieve the learning outcomes in accordance with student abilities. 6. The lecturers summarize the key concepts and reply to the student's assignment after finishing each topic. 7. Introduction and overview 8. Classroom tutorial and group discussion on: Conceptual bases of midwifery, Role and competencies of nurse-midwifery based on nursing and midwifery act. 9. Ethical issues of nurse-midwifery Role as case scenario 10. Post test	
F 1 Aug 2025 13.00-15.30	Unit 2: Basic concepts of Reproductive health & Contraception 2.1 Premarital counseling	4	<u>Learning resources</u> -Power point -VDO - Kahoot/Socrative	Asst.Prof.Dr.Suphangphim Rattasumpun

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
M 4 Aug 2025 9.00-10.30	2.2 Infertility 2.3 Genetic counseling 2.4 Family planning 2.5 Fertilization 2.6 Factors influencing fetal growth & Promotion of fetal development.		-Case study/Assignment -Google Classroom <u>Learning process</u> 1. Students study on learning resources and do exercises on student's assignment before attending classroom tutorial. 2. Students read and/or search knowledge from various resources and do exercises in student's assignment before attending the class. 3. Lecturer demonstrates behaviors which indicate the respect of value and dignity 4. Students discuss and share knowledge, skill and experience regarding child's rights and decision making of professional ethics in the classroom tutorial 5. Group discussion, presentation, and class activities will be done to achieve the learning outcomes in accordance with student abilities. 6. The lecturers summarize the key concepts and reply to the student's assignment after finish each topic	
M 4 Aug 2025 10.30-12.00	<u>Unit 3: Nursing care during pregnancy</u> 3.1 Physiological changes	6	<u>Learning resources</u> -Power point -VDO	Asst.Prof.Dr. Suphangphim Rattasumpun

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
13.00-16.00 T 5 Aug 2025 9.00-10.30	during pregnancy 3.2 Psychosocial change during pregnancy 3.3 Diagnosis of pregnancy 3.4 Maternal and fetal health assessment during pregnancy 3.4.1 History taking 3.4.2 Leopold's maneuvers (Abdominal palpation) 3.4.3 Laboratory tests 3.4.4 Screening of high-risk pregnancy 3.4.5. Immunization during pregnancy 3.4.6 Perinatal education 3.5 Health promotion during pregnancy 3.5.1 Nutrition & drug use 3.5.2 Physical activity and rest		- Kahoot/Socrative -Case study/Assignment -Google Classroom <u>Learning process</u> 1. In each topic, students' study on learning resources and do exercise on student's assignment before attending classroom tutorial. 2. Students have to read and/or search for knowledge and information from various resources and do exercises in student's assignment before attending the class. 3. Students analyze, discuss, and share knowledge, skills, and experience on the selected case scenarios when working in a group or in pairs. 4. Group discussion, presentation, and class activities will be done to achieve the learning outcomes according to students' abilities. 5. Students in each group submit a written report within 3 days after the presentation.	

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
	3.5.3 Sexual activity 3.6 Parental attachment & bonding & Discomforts related to pregnancy. 3.7 Preparation for breastfeeding the newborn. 3.8 Paternal adaptation		6. Lecturers summarize the key concepts and reply to the student's assignment	
T 5 Aug 2025 10.30-12.00 13.00-16.30 W 6 Aug 2025 9.00-12.00 13.00-15.00	Unit 4 Nursing care during labor and birth 4.1 Normal labor 4.1.1 Definition of labor and stage of labor 4.1.2 Biopsychosocial during labor 4.1.3 Factors influence the progression of childbirth (4P) 4.1.4 Mechanism of labor	10	<u>Learning resources</u> Read on Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family Hardcover – Adele Pillitteri 1. Definition of labor and stage of labor 2. Biopsychosocial during labor <u>Learning process</u> The students read the textbook before classroom attending. - Instructor lectures content -Student brainstorm and discuss case study -Read on Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family Hardcover – Adele Pillitteri 4.1. Factors influencing the progression of childbirth (4P): Power, Passage, Passenger, and Psychology	Assist.Prof.Dr. Suphangphim Rattasumpun

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
	4.2 Nursing care during first stage of labor -Admission the new parturient -Caring for latent, active and transitional phase -WHO partograph 4.3 Nursing care during the second stage of labor 4.4 Nursing care during the third stage of labor 4.4.1 Detachment of placenta and placenta delivery 4.4.2 Episiotomy and perineorrhaphy 4.5 Nursing care during fourth stage of labor 4.6 Nursing care of newborn after Immediately delivery 4.6.1 APGAR SCORE Assessment		4.2. Mechanism of labor 4.3. Nursing care during the first stage of labor 4.4. Nursing care during the second stage of labor 4.5. Nursing care during third stage of labor 4.6. Nursing care during fourth stage of labor <u>Learning process</u> -Instructor lectures content -Practice in laboratory about nursing care in labor and delivery - Demonstrate and return demonstrate with simulator about delivery - Demonstrate and return demonstrate about placenta delivery - Summarizes the key concepts -Group Discussion about case study will be done to achieve the learning outcomes in accordance with student abilities. -Post test	

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
	4.6.2 Care of newborn after Immediately delivery			
TH 7 Aug 2025 9.00-12.00 13.00-15.00	Unit 5 Nursing care during postpartum period and infant care 5.1 Biopsychosocial change during postpartum period 5.2 Transition to parenthood and maternal role 5.3 Health Promotion during postpartum 5.4 Nursing Care during postpartum 5.5 Assessment of newborn 5.6 Minimum physical examination 5.7 Ballard's score	5	<u>Learning resources</u> -Power point -VDO - Kahoot/Socrative -Case study/Assignment -Google Classroom <u>Learning process</u> 1. In each topic, students' study on learning resources and do exercise on student's assignment before attending classroom tutorial. 2. Students must read and/or search for knowledge and information from various resources and do exercises in student's assignment before attending the class. 3. Students analyze, discuss and share knowledge, skill and experience on the selected case scenarios when working in a group. 4. Group discussion, presentation, and class activities will be	Aj. Waraporn Kaewsuk

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
	5.8 Dairy nursing care of newborn 5.9 Vaccination 5.10 Assessment and nursing care newborn with congenital anomalies (Club foot, tongue tie, lactose intolerance, Down syndrome, hyperbilirubinemia, sub temperature, sucking defect and undescended testes 5.11 Health promotion in infant		done to achieve the learning outcomes in accordance with student abilities. 5. Students in each group submit written report within 3 days after presentation. 6. Lecturers summarize the key concepts and reply to the student's assignment 7. Post test	
F 8 Aug 2025 9.00-11.00	<u>Unit 6: Breastfeeding</u> 6.1 Physiological changes 6.2 Situation in breastfeeding 6.3 Promoting breastfeeding 6.4 How to breastfeed	2	<u>Learning resources</u> -Power point -VDO -Case study/Assignment -Google Classroom <u>Learning process</u> 1. In this topic, students study learning resources and role	Aj. Waraporn Kaewsuk

Date/Time	Topic	Number of hours	Learning and teaching activities/ learning resources	Instructor
	6.5 Common problems and solutions		play on a case scenario, both in the role of nurse and patient, as a group work. 2. Students must read and/or search for knowledge and information from various resources and plan for role play for a case scenario. 3. Students analyze, discuss, and share knowledge, skills, and experience on the selected case scenarios when working in a group. 4. Group discussion, presentation, and class activities will be done to achieve the learning outcomes under student abilities. 5. Students in each group submit a written report within 3 days after the presentation.	
Sat18 Oct 2025	Examination I: Unit 1-3			
Fri 7 Nov 2025	Examination II: Unit 4-5			

Group	F 8 August 2025	W 13 August 2025		TH 14 August 2025		F 15 August 2025		Sat 16 August 2025	
	13-17	9-12	13-17	9-12	13-17	9-12	13-17	9-12	13-17
1	Lab 1: Calculate gestational age Leopold maneuver & Fetal assessment Asst.Prof.Dr.Suphangphim Rattasumpun			Lab 2: Normal labor Placental delivery Apgar score Aj. Patarawadee Pholphoke		Lab 3 Breastfeeding Postpartal assessment & Bathing a newborn baby Aj. Waraporn Kaewsuk			
2	Lab 2: Normal labor Placental delivery Apgar score Aj. Patarawadee Pholphoke			Lab 3 Breastfeeding Postpartal assessment & Bathing a newborn baby Aj. Waraporn Kaewsuk		Lab 1: Calculate gestational age Leopold maneuver & Fetal assessment Asst.Prof.Dr.Suphangphim Rattasumpun			
3	Lab 3 Breastfeeding Postpartal assessment & Bathing a newborn baby Aj. Waraporn Kaewsuk			Lab 1: Calculate gestational age Leopold maneuver & Fetal assessment Asst.Prof.Dr.Suphangphim Rattasumpun		Lab 2: Normal labor Placental delivery Apgar score Aj. Patarawadee Pholphoke			

2. Learning Outcome Evaluation Plan

Learning outcome	Evaluation method	week	Evaluation proportion
1. Knowledge (CLOs1.2 aligned with PLOs1)	Examination 2.1 Examination I 2.2 Examination 2	Week 8 Week 15	25% 30%
2. Skills (CLOs 2.3 aligned with PLOs 2)	2.3 Quiz 2.4 Lab: Simulation (LR) 2.5 Lab (ANC, PP& BF)	Throughout the semester	5% 10% 20%
3. Ethics (CLOs 3.1 aligned with PLOs 8) (CLO 3.3 aligned with PLO8)	- Attended the class and submitted the assignment regularly and on time. (Class attendance evaluation form)	Throughout the semester	5%
4. Personal Attributes (CLO 4.2 aligned with PLO2)	- Observe the expression in compassionate behavior and having a service-minded attitude during laboratory practice (Laboratory evaluation form)	Throughout the semester	5%

☒ AUN-QA 3.4

☒ Life-longing Learning

☒ Commitment to critical inquiry: Group work report

☒ Information-processing skills: Assigned to further searching by using digital technology to analyze the case study or using the evidence-based, research articles/review articles in both Thai and English, including using the Problem-Based Learning and participatory learning in group discussion and reflection.

☒ AUN-QA 3.5

☒ Creative Thought: Assigned students to design the activities for pregnant women with delayed initiation of antenatal care.

Grade level

Grade	Score (%)	Score	Score	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

Re-examination

Students who have a score (%) less than 60% of 100%, he/she will receive an opportunity to re-examination. The grade results are not more than a C level.

Student appeal

Students request the course coordinator to review his/her examination results and grade level. He/she can request reconsideration of the score result or the grade if needed within 1 week after knowing the results.

If there is a student request for reviewing, like above. The student has to complete a student appeal form and submit the completed form to the head of the fundamental nursing group via the course coordinator. Then, the course coordinator will send it to the course instructors. After the instructor meeting, the course coordinator and the head of the maternity nursing and midwifery inform the reconsideration results to the student within 1 month.

3. Course Learning Outcome (CLOs) and Learning Outcomes

CLOs	1. Knowledge	2. Skills	3. Ethics		4. Personal Attributes
	1.2	2.3	3.1	3.3	4.2
CLO 1.....	√				
CLO 2.....		√			
CLO 3.....		√			
CLO 4.....			√		
CLO 5.....				√	
CLO 6.....					√

Section 5 Learning and Teaching Resource

1. Main texts

Perry, S. E., et al. (2024). Maternal Child Nursing Care. 8th ed. St. Louis: Elsevier.

Murray, S. S., & McKinney, E. S. (2018). Foundations of maternal-newborn and women's health nursing. 7th ed. St.Louis: ELSEVIER Saunders.

Pillitteri, Adele. (2014). Maternal & child health nursing: care of the childbearing & childrearing family (7th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Piotrowski, K.A., & Wilson, D. (2014). Study guide for maternal-child nursing care. 5th ed. St.Louis, Missouri: Elsevier.

2. Suggest textbooks and websites

ศศิธร พุ่มดวง และ เบญญาภา ธิติมาพงษ์. (2567). ตำราการพยาบาลมารดา ทารก และการผดุงครรภ์ 1. คณะพยาบาลศาสตร์ มหาวิทยาลัยสงขลานครินทร์.

สุชยา ลีอรรณ, จารุวรรณ แซ่เต็ง, และ ณัฐพัชร์ จันทรสกา. (2568). สูติศาสตร์เชียงใหม่. ภาควิชาสูติศาสตร์ และนรีเวชวิทยา คณะแพทยศาสตร์ มหาวิทยาลัยเชียงใหม่

Cunningham, F., et al. (2022). William obstetrics. 26th ed. New York: McGraw-Hill Education.

Hatfield, N.T. (2014). Introductory maternity & pediatric nursing. 3rd ed. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins

Websites:

Professional Nursing and Midwifery Act B.E.2528

[http://www.tnc.or.th/files/2014/08/page-](http://www.tnc.or.th/files/2014/08/page-9830/the_professional_act_2528_2540_pdf_26494.pdf)

[9830/the_professional_act_2528_2540_pdf_26494.pdf](http://www.tnc.or.th/files/2014/08/page-9830/the_professional_act_2528_2540_pdf_26494.pdf)

Thailand Nursing and Midwifery Council Competencies of Registered Nurses

[http://www.tnc.or.th/files/2010/02/page-](http://www.tnc.or.th/files/2010/02/page-138/professional_competency_pdf_10152__28999.pdf)

[138/professional_competency_pdf_10152__28999.pdf](http://www.tnc.or.th/files/2010/02/page-138/professional_competency_pdf_10152__28999.pdf)

Scope of Nursing and Midwifery

<http://www.tnc.or.th/en/content/content-10188.html>

Nursing and Midwifery Regulation on Code of Professional Conduct (B.E. 2550)

Section 6 Evaluation and Improvement Plan

1. Effective evaluation strategies by students

1.1 Student's reflection on learning-teaching activities, strengths, and weaknesses of the course in the classroom tutorial.

1.2 Unit evaluation and course evaluation by students at the end of the course.

2. Teaching evaluation strategies

2.1 Evaluation of learning-teaching activity by team-teaching, colleagues, and administrators.

2.2 Observation of student participation, discussion, and ability to present a case report

2.3 Two-way feedback between students and teachers during class.

2.4 Mid-term and final examination grading.

3. Teaching Improvement

3.1 Improve learning-teaching activities based on students' reflection and evaluation of the course.

3.2 Course coordinator, course instructors, and the curriculum administrative committee consider the association of teaching-learning activities, learning outcomes, grading, and evaluation from students.

3.3 Provide advanced technology, Facebook group, LINE group, Cyber university, VDO, websites, etc., to enhance knowledge and skill related to the course.

4. Verification of the student's achievement

The course coordinator and course instructors consider the scores from learning outcomes and grading before verification by the curriculum administrative committee and the Nursing Accreditation Committee, respectively.

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

Information from RQF 5, course evaluation, unit evaluation, and reflection from the students and course instructors will be considered to improve the learning-teaching activities of the course in the next semester.

Appendix

Evaluation tools

- Presentation evaluation form (Rubric)
- Group report evaluation form (Rubric)
- Class attendance evaluation form (Rubric)
- Laboratory Evaluation Form (Rubric)
-