มหาวิทยาลัยรังสิต

Course Delivery Report

Institution's name	Rangsit University
Faculty	School of Nursing

Section 1 General Information

BNE106   วิทยาศาสตร์สุขภาพสำหรับพยาบาล 2   2 (2-0-4)

(Health Science for Nursing II)

Co-requisite course	-
Prerequisite course	-
Semester	1/2025
Section	01
Course type	
General course	☐ General course
	☑ Specific course 1) Basic professional course
	☐ Free elective course
Course coordinator	Assist.Prof.Dr.Suphangphim Rattasumpun ☑ Former instructor ☐ Invited
	Aj. Dr.Nuttapol Yuwanich ☑ Former instructor ☐ Invited
Course instructor	Assist.Prof.Dr.Suphangphim Rattasumpun ☑ Former instructor ☐ Invited
	Aj.Dr.Nuttapol Yuwanich ☑ Former instructor ☐ Invited
Study place	Room 3-509 ☑ In site ☐ Out site
Latest update	January 5, 2026

Section 2 Comparison of Actual Teaching/Learning with the Teaching Plan

5. Topics with actual teaching hours that did not match the plan.

None

Topics	Number of hours according to the lesson plan	Actual teaching hours	Identify the reasons why the actual teaching differed from the lesson plan by more than 25%	Actions to improve teaching
Unit 1 Cell physiology and pathology	2	2		
Unit 2 Body defenses and alterations in body defense	4	4		
Unit 3 Cardiovascular system and alterations in cardiovascular system	7	7		
Unit 4 Renal and urinary system and alterations in renal and urinary system	6	6		
Unit 5 Respiratory system and alterations in the respiratory system	6	6		
Unit 6 Body fluid, electrolyte, and acid–base and alterations in body fluid, electrolyte, and acid-base	5	5		

2. Topics that could not be delivered as lesson planed.

None

3. Effectiveness of teaching methods in producing the learning outcomes specified in the course description

1. Knowledge						
PLOs	CLOs	Teaching methods	Evaluation methods	Percentage of evaluation result	Marks	Suggestion for improvement
1	1.1 Explain the knowledge, concepts and theories in pathophysiology and related science physiology and pathology of disease in each human body system	- Lecture - Class participation	- Examination -1st Exam (28%) -2nd Exam (37%) - Quiz (10%)	100	5	None

2. Skills						
PLOs	CLOs	Teaching methods	Evaluation methods	Percentage of evaluation result	Marks	Suggestion for improvement
5	2.1 1) Using IT tools to search data for analyzing the selected case and problem-solving 2) Engaging in effective communication skills in	- Self-study and complete their assignment by reading, writing, and searching for knowledge from various resources before attending the class tutorial.	- Discussion and knowledge sharing in class tutorial. - Case presentation	100	5	None

	2. Skills					
PLOs	CLOs	Teaching methods	Evaluation methods	Percentage of evaluation result	Marks	Suggestion for improvement
	presenting and/or discussing the health problems	- Discussion and knowledge sharing in class tutorial. - Group work on case scenario assignment	and written report (10%)			

	3. Ethics					
PLOs	CLOs	Teaching methods	Evaluation methods	Percentage of evaluation result	Marks	Suggestion for improvement
8	3.1 Expressing honesty, discipline, respect for rules, and accountable behaviors	- Group tutorial is done in 2 case scenarios, focusing on the pathophysiology as follows: Case scenario 1: focuses on the pathophysiology of the renal and urinary system Case scenario 2: focuses on pathophysiology of cardiovascular & respiratory system - Student's assignment	- Class attendance and punctuality - The case report is submitted on time - Reflect honesty, discipline, respect	100	5	None

3. Ethics						
PLOs	CLOs	Teaching methods	Evaluation methods	Percentage of evaluation result	Marks	Suggestion for improvement
		- Students work in groups (5 students per group) and select 1 case scenario/group. - Each group analyses the selected case scenario. - Students in each group present their work and discuss it with the lecturer and other students in class. - The instructor summarizes the key concepts. - Each group submits the written report within 3 days after the presentation. - Admire good students as role models in honesty, discipline, respect for rules, and accountable behaviors	for rules, and accountable behaviors of others and themselves, and show a positive attitude toward the nursing profession during classroom tutorials and conducting assignments. (5%)			

4.	Personal attributes						
PLOs	CLOs	Teaching methods	Evaluation methods	Percentage of evaluation result	Marks	Suggestion for improvement
6	4.1 Demonstrate leadership, work as a team, and respect and honor others.	- Assigned students to work as a team on the assignment. - Encourage students to be team leaders and team members when working in a group	- Self-reflection Observe and record skill and responsibility in their role (5%)	100	5	None

Section 3 Summary of the Teaching and Learning Outcomes for the Course

1. Number of students registered (as of the add/drop deadline):   32 students

2. Number of students remaining at the end of the semester: 32 students

3. Number of students who withdraw from a course (W):   0 students

4. Number of students who missed the exam (F):   0 students

Grades distribution

Grade range	Number of students	Percentage
A	6	18.8
B+	5	15.6
B	7	21.8
C+	6	18.8
C	8	25.0
D+	0	0
D	0	0
F	0	0
I	0	0
IP	0	0
Total	32	100

5. Factors influencing abnormal distribution of the grades.

   None

6. Course review results by the review committee (Academic Standards Committee or a committee

   appointed by the faculty/department)

Topics and details of the verification	Consistency	Inconsistency
1. The course objectives align with the learning outcome standards.		
2. The teaching content is complete as described in the course description.		
3. The assessment methods are consistent with the teaching content.		
4. The assessment criteria are consistent with the specified criteria.		
Other suggestions:		

Section 4 Problems and Impacts on the Operation

4.1 Issues related to learning resources and facilities.

Obstacles in utilizing learning resources and facilities	Impact on learning
None	None

4.2 Management and organizational issues

Management and organizational obstacles	Impact on learning
None	None

Section 5 Course Evaluation

5.1 Student evaluation results for the course

    5.1.1 Key criticisms from student evaluations

    The summary of student evaluations from the Course Evaluation is as follows:

    Overall, the teaching and learning management of the course was rated by students as being very good, as the core principles and content of the course could serve as a foundation for nursing practice (Mean = 4.60, SD = 0.83). The sequencing of the course content was also rated as very good (Mean = 4.64, SD = 0.54). The learning activities and assignments were appropriate, leading to very good learning outcomes (Mean = 4.60, SD = 0.42). The content and all learning activities were highly aligned with the credit units (Mean = 4.50, SD = 0.75). Overall, the instructors demonstrated a very good level of knowledge and expertise in the subject matter (Mean = 4.63, SD = 0.58). The evaluation in this course was also very appropriate (Mean = 4.64, SD = 0.49).

    Overall, the teaching in this course was very appropriate (Mean = 4.60, SD = 0.65). Learning of concepts, content, and processes was also very good (Mean = 4.55, SD = 0.45). The teaching in this course greatly encouraged further research outside of class (Mean = 4.68, SD = 0.57). As a result of attending this course, participants were very well-prepared for nursing practice (Mean = 4.70, SD = 0.48). Overall, students were very satisfied with the teaching in this course (Mean = 4.75, SD = 0.47).

5.1.2   Instructor's comments on the criticism in section 1.1.

       The case study assignment divides students into smaller groups to enhance their learning.

5.2 Course evaluation results by other methods

    5.2.1 Key criticisms from evaluation methods other than this one

       None

    5.2.2 Instructor's comments on the criticism in section 2.1

       None

Section 6: Improvement Plan

6.1 Progress in teaching and learning improvements as proposed in the previous course report

Improvement plan for the previous semester/academic year	Results	Reason for unimprovement previously proposed
Students' learning behavior should be continuously monitored throughout the semester.	☑ Improved ☐ Unimproved ☐ Pending improved	None
Students should search videos related to the disease they are studying in order to gain a better understanding of the subject.	☑ Improved ☐ Unimproved ☐ Pending improved	None

6.2 Other actions to improve the course

    The instructors may consider additional teaching methods, such as using games or in-class question-and-answer sessions, to attract student attention and encourage greater participation.

6.3 Suggestions from the course instructor to the curriculum instructor

    Students who do not have a science-related background should have a systematic foundational learning program.

Course Coordinator: Assist.Prof.Dr.Suphangphim Rattasumpun

Signature   Date January 5, 2026

Course Evaluation

BNE 106 Health Science for Nursing II

1st Semester, Academic Year 2025

(N = 32)

No.	Topics	Mean	SD	Max	Min
1	The main concept and context are useful for nursing practice.	4.60	0.83	5	4
2	The sequence of class schedule is in an appropriate order.	4.64	0.54	5	4
3	Learning activities and assignments are appropriate which facilitate a good learning behavior.	4.60	0.42	5	3
4	All learning content and activities are aligned with the number of hours.	4.50	0.75	5	3
5	The evaluations in this course are appropriate.	4.63	0.40	5	4
6	Overall, the teaching and learning in this course is appropriate.	4.60	0.65	5	4
7	Overall, the instructors are knowledgeable and expert in the topic that they teach	4.63	0.58	5	4
8	Students learn both the concepts, content, and processes.	4.55	0.45	5	3
9	Students conduct additional search beyond the classroom.	4.68	0.57	5	4
10	The outcomes of taking this course prepare students readiness for nursing practice.	4.70	0.48	5	4
11	Overall, students are satisfied with this course.	4.75	0.47	5	4