Course Specification

Institution   Rangsit University

School   School of Nursing, Adult and Elderly Nursing Group

Section 1 General Information

| BNE 291 | Fundamental Nursing Practicum | 3 | (0-9-5) |

Co-requisite	Nursing Care of Adults and Elderly1) 3(2-2-5)
Pre-requisite	BNE 111 บทนำสู่การปฏิบัติการพยาบาล 3(1-4-4)
Semester	S/2568
Group	☒ 11
Type of course	

　　　　　☐ General course

　　　　　■ Professional course: Practicum

　　　　　☐ วิชาเลือกเสรี

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Course Instructor	1) Assoc. Prof. Dr. Manaporn Chatchumni
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Date of Course development or latest adjusted course	8 May 2025

Section 2 Objectives

1. **Course Objectives:**

The four domains are the expected outcomes for students after completing the course, which are the course objectives that are expected to be achieved.

1. Knowledge

- **Level 1.1**: Demonstrates understanding of fundamental knowledge, principles, concepts, and theories in nursing and related sciences.

- **Level 1.2**: Applies knowledge, principles, concepts, and theories in nursing, midwifery, and related disciplines to analyze problems, plan, and provide nursing care in case studies or simulated situations.

- **Level 1.3**: Utilizes knowledge in nursing, midwifery, and related sciences to deliver nursing care to service recipients in healthcare settings and communities.

2. Nursing skills

- **Level 2.1**: Utilizes digital technology to research information and develop health education media.

- **Level 2.2**: Demonstrates effective communication behaviors with nursing teams, interdisciplinary professionals, service recipients, and stakeholders.

- **Level 2.3**: Performs nursing and midwifery practices in laboratories and simulated situations using nursing principles and critical thinking processes.

- **Level 2.4**: Applies the nursing process and evidence-based practice to provide holistic nursing and midwifery care in healthcare and community settings.

- **Level 2.5**: Develops innovations, inventions, or research projects and designs management systems to enhance the quality of nursing care and health business models.

3. Ethic and Morality, as the red texts are expected.

- **Level 3.1**: Demonstrates honesty, discipline, adherence to rules and regulations, and responsibility.

- **Level 3.2**: Respects human dignity, the rights of service recipients, individual differences, and cultural diversity.

- **Level 3.3**: Upholds moral and ethical conduct, laws, and the professional code of ethics in nursing.

4. Personal Attributes

- **Level 4.1**: Demonstrates leadership, teamwork, respect, and consideration for others.

- **Level 4.2**: Exhibits compassion and a sense of public-mindedness.

- **Level 4.3**: Demonstrates creativity, a passion for learning, and a commitment to continuous self-development.

2. Course Learning Outcomes: CLOs:

- CLO 1.3: Utilizes knowledge in nursing, midwifery, and related sciences to deliver nursing care to service recipients in healthcare settings and communities.
- CLO 2.1: Utilizes digital technology to research information and develop health education media.
- CLO 2.2: Demonstrates effective communication behaviors with nursing teams, interdisciplinary professionals, service recipients, and stakeholders.
- CLO 2.4: Applies the nursing process and evidence-based practice to provide holistic nursing and midwifery care in healthcare and community settings.
- CLO 3.3: Upholds moral and ethical conduct, laws, and the professional code of ethics in nursing.
- CLO 4.1: Demonstrates leadership, teamwork, respect, and consideration for others.

Section 3 Student's Learning Outcome Development

As expected, learning outcomes will develop for each learning outcome standard as follows:

Learning Outcome	Process	Evaluation
1. Knowledge • Level 1.1: Understand fundamental principles and theories in nursing and related sciences. • Level 1.2: Apply nursing and related knowledge to analyze problems and plan nursing care. • Level 1.3: Provide nursing care based on integrated knowledge in clinical and community settings.	• Assign weekly patients to students for study and care. • Conduct pre-post conferences and clinical discussions. • Instructors provide direct teaching during nursing rounds.	• Q&A participation during post-conferences. • Pass/Fail written examination. • Evaluation of nursing care plans and reflective reports.
2. Nursing Skills • Level 2.1: Use digital tools for information searching and health education material development. • Level 2.2: Demonstrate effective communication in clinical practice. • Level 2.3: Practice nursing skills in both simulation and real situations using critical thinking. • Level 2.4: Apply evidence-based	1. Assign weekly nursing cases for student practice. 2. Supervise and provide clinical feedback. 3. Use media and case presentations in	• Assessment of clinical performance. • Health teaching performance and plan. • Case study presentation using media.

Learning Outcome	Process	Evaluation
nursing process holistically. • Level 2.5: Engage in development of care quality or innovative presentation.	teaching.	
3. Ethics and Morality • Level 3.1: Exhibit honesty, discipline, and responsibility. • Level 3.2: Respect human dignity, patient rights, and diversity. • Level 3.3: Practice under nursing ethics and legal frameworks.	1. Group discussion on professional ethics. 2. Analyze ethical cases using guided questions.	• Instructor observation of student behavior. • Ethical issue group discussion.
4. Personal Attributes • Level 4.1: Demonstrate leadership and effective teamwork. • Level 4.2: Show compassion and community responsibility. • Level 4.3: Display creativity and commitment to lifelong learning.	1. Participation in team-based nursing care. 2. Join shift reports and interprofessional meetings. 3. Weekly reflection on learning experiences.	• Observation of teamwork and communication. • Self-assessment and weekly reflection reports. • Instructor's review of behavior and professional conduct.

4. ความสอดคล้อง Course Learning Outcome (CLOs) กับผลลัพธ์การเรียนรู้

CLOs	1.ความรู้			2.ทักษะ				3.จริยธรรม			4.ลักษณะบุคคล	
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2
• CLO 1.3: Utilizes knowledge in nursing, midwifery, and related sciences to deliver nursing care to service recipients in			✓									

CLOs	1.ความรู้			2.ทักษะ				3.จริยธรรม			4.ลักษณะบุคคล	
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2
healthcare settings and communities.												
• CLO 2.1: Utilizes digital technology to research information and develop health education media.				✓								
• CLO 2.2: Demonstrates effective communication behaviors with nursing teams, interdisciplinary professionals, service recipients, and stakeholders.					✓				✓			
• CLO 2.4: Applies the nursing process and evidence-based practice to provide holistic nursing and midwifery care in healthcare and community settings.											✓	
• CLO 3.3: Upholds moral and ethical conduct, laws, and the professional code of ethics in nursing.										✓		
• CLO 4.1: Demonstrates leadership, teamwork, respect,											✓	

CLOs	1.ความรู้			2.ทักษะ				3.จริยธรรม			4.ลักษณะบุคคล	
	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2
and consideration for others.												

Section 4: Characteristics and Implementation of Field Training

1. **General Description of Field Experience / Course Description**

ฝึกปฏิบัติการพยาบาลพื้นฐานเพื่อการดูแลผู้ป่วยสุขอนามัยและกิจวัตรประจำวันในผู้ป่วยเฉียบพลันและ
วิกฤต การสื่อสารแลกเปลี่ยนข้อมูลทางภาวะสุขภาพ ผู้ป่วยที่มีปัญหาระบบทางเดินหายใจ ระบบหัวใจหลอดเลือด
และการไหลเวียนเลือด การติดเชื้อ ระบบทางเดินอาหาร ระบบทางเดินปัสสาวะ การบริหารยาในโรงพยาบาล การ
รับใหม่และจำหน่ายผู้ป่วย โดยประยุกต์ใช้ความรู้ที่เกี่ยวข้อง ความปลอดภัย สิทธิผู้ป่วย ความหลากหลายทาง
วัฒนธรรม และจรรยาบรรณวิชาชีพ

Basic nursing practicum regarding personal hygiene and daily routine care of acute and critically ill patients; communication of health information; patients with respiratory system, cardiovascular system, infection, gastrointestinal system, urinary system, medical administration in the hospital, admission and discharge based on relevant knowledge, safety, patient's rights, cultural diversity, and professional code of ethics.

2. **Student Activities**

- Participate in both courses and clinical orientation.
- Develop nursing care plans based on the basic needs of assigned patients, adjusting the plans as patient data changes (1 case/week).
- Work as a nursing team member to provide care that addresses the patient's needs across four dimensions of the nurse's role.
- Develop individualized health teaching plans and provide one-on-one education to patients.
- Calculate caloric needs, medication dosages, and fluid requirements for assigned patients.
- Report and document nursing care, health teaching, and evaluations.
- Participate in daily pre-conferences focusing on health problems and nursing interventions.
- Engage in daily post-conferences to reflect on nursing outcomes.
- Join group discussions on topics such as:
  - Patient rights and nursing ethics

- o Characteristics of a professional nurse: respect for clients, responsibility, discipline, honesty, and acting as a health role model
- Participate in weekly nursing rounds.
- Present and participate in case conferences.
- Conduct weekly self-evaluation and reflection with the instructor.

3. **Student Assignments**

Assignment	Submission Deadline	Remarks
1. Provide nursing care to 1 patient per week	-	Assigned on the first day of each week
2. Write a weekly nursing care plan	Morning of the second day after pre-conference	-
3. Health teaching plan and patient education	Submit plan 5 days before teaching	Inform instructor of teaching date in the first week
4. Group case study presentation	Submit PowerPoint on July 3, 2025	Inform instructor of selected case by July 1, 2025
5. Record of clinical experience	Every Friday	Instructor reviews record weekly
6. Reflection report	Every Friday, if possible	Weekly meeting with instructor

4. **Monitoring and Evaluation of Learning Outcomes** Evaluate nursing care plans and health teaching plans with feedback.

- Attend group discussions on professional characteristics and ethical issues.
- Evaluate student performance during pre/post-conferences, nursing rounds, and case conferences.
- Review and assess care documentation and reflective reports.

5. **Responsibilities of the Preceptor at the Clinical Site**

Provide ward orientation and nursing practice guidelines.

- Ensure clinical space and organize diverse patient encounters for student learning.
- Participate in student supervision, demonstrations, and clinical instruction.
- Join pre- and post-conference sessions.
- Assist in evaluating students' clinical skills and knowledge.

6. **Responsibilities of the Clinical Instructor or Supervisor**

- Provide course orientation.
- Supervise and teach students during clinical activities to ensure skill development and patient care quality.
- Review course objectives and address problem areas with targeted teaching or guidance.
- Evaluate clinical performance through direct supervision and observation.
- Review all written reports (nursing care plans, health teaching plans) and provide constructive feedback.
- Attend and participate in clinical conferences (pre/post, nursing rounds, case conferences).
- Facilitate effective communication between students and the healthcare team.
- Coordinate evaluations among students, instructors, and nursing staff.

7. **Student Preparation, Orientation, and Support**

- Provide full orientation on course content and practice site.
- Offer laboratory sessions to practice core nursing skills.
- Supply multimedia resources for lab use and self-study.
- Arrange transportation to clinical sites.

8. **Required Facilities and Support from the Clinical Site**

- Access to a library or study room with relevant books and journals.
- A meeting room or clinical space for group discussions and case conference

Section 5: Planning and Preparation

1. **Identifying Clinical Practice Settings**

One general hospital and one government hospital are selected as clinical practice sites to support student learning and help them achieve the course objectives. The selected sites are:

- **Nopparatrajathanee Hospital** (Surgical Ward 9/2, Medical Ward Fl11, and Medical Ward Fl 8)
- **Phra Nakhon Si Ayutthaya Hospital** (Surgical Female Ward)
- **Singburi Hospital** (Surgical Female Ward)

2. **Student Preparation**

- Conduct a comprehensive course orientation.
- Review essential fundamental nursing skills prior to clinical placement.

3. **Instructor/Supervisor Preparation**

Organize a clinical instructor meeting to explain course details, including objectives, learning outcomes, instructional methods, student assignments, and study guides.

4. **Preceptor Preparation (การเตรียมพนักงานพี่เลี้ยงในสถานที่ฝึก)**

Arrange a coordination meeting between the hospital administrative team and the nursing school instructors to present the course and discuss necessary collaborative arrangements within the ward.

5. **Risk Management**

- The clinical instructor is required to remain on-site throughout the student's clinical hours and collaborate with ward nurses as needed.
- Identify potential risks associated with clinical practice and conduct a group discussion on risk prevention strategies.
- Promptly notify the program coordinator or responsible faculty member of any issues to ensure timely problem resolution.

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Section 6: Student Evaluation

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1. **Evaluation Criteria**

Student evaluation consists of two components:

- **Nursing Practice Evaluation** (refer to the Nursing Practice Evaluation Form)
- **Behavior and Personality Evaluation** (refer to the Behavior and Personality Form)

The total score is 100%, distributed as follows:

Domain	Course Learning Outcome (CLO)	Learning Process	Week(s)	Evaluation Method	Weight
1. Knowledge	CLO 1.3: Utilizes knowledge in	Nursing practice (based on	1–4	Weekly evaluation of	25%

Domain	Course Learning Outcome (CLO)	Learning Process	Week(s)	Evaluation Method	Weight
	nursing, midwifery, and related sciences to deliver nursing care in real settings	clinical evaluation form)		clinical performance	
2. Nursing Skills	CLO 2.4: Applies the nursing process and evidence-based practice to provide holistic nursing care	Nursing care plan development and patient care implementation	1–4	Care plan evaluation, health teaching assessment	Included in 55%
	CLO 2.1: Utilizes digital technology to research information and develop health education media	Development of individual teaching plans using digital resources	1–4	Review of teaching plan and performance in patient education	
3. Ethics and Morality	CLO 3.3: Upholds moral and ethical conduct, laws, and the professional code of ethics in nursing	Behavior and personality during clinical practice; group discussions	1–4	Evaluation form	10%
4. Personal Attributes	CLO 4.1: Demonstrates leadership, teamwork, respect, and	Case conferences, pre-post conferences, and nursing	4	Group performance, case presentations, teamwork	10%

Domain	Course Learning Outcome (CLO)	Learning Process	Week(s)	Evaluation Method	Weight
	consideration for others	rounds		communication	
Integrated Domain	CLO 2.2: Demonstrates effective communication behaviors with teams and stakeholders	Teamwork in ward settings; participation in shift reports and discussions	1–4	Observation during collaboration and communication assessments	Already Included in 4.1

2. **Evaluation Process**
   - Weekly assessment of students' nursing practices and documentation in anecdotal records to track progress and support development of clinical competence.
   - Evaluation of written reports, including nursing care plans and health teaching plans.
   - Evaluation of the student's actual health teaching session with assigned clients.

3. **Responsibilities of Preceptors in Evaluation**

   Participate in the assessment of students' clinical skills and knowledge using designated assessment tools.

4. **Responsibilities of Clinical Instructors in Evaluation**
   - Compile evaluation data from all instructors and determine each student's final grade based on established criteria.
   - The final grading results for each group of students are reviewed in three stages:
     1. Within the instructional team
     2. With the administrative committee
     3. In consultation with the Nursing Standards Control Committee

5. **Consolidating Diverse Evaluation Results**

   Instructor meetings are held to review student performance and make collective decisions regarding final outcomes.

Section 7: Evaluation and Improvement Plan

1. **Evaluation Process Conducted by Stakeholders**

    1.1 Students:

    - Students' complete unit and course evaluations, offering feedback on learning outcomes, assignment appropriateness, clinical placements, and suggestions for improvement.

    1.2 Preceptors / Head Nurses:

    - Use the institution's performance evaluation forms to assess students.
    - A formal course evaluation meeting is conducted with participation from nursing administrators and head nurses who oversee student placements.

    1.3 Instructors / Supervisors:

    - Assess students' clinical practice directly, focusing on skill development and identifying factors influencing learning effectiveness.
    - Evaluate clinical settings, teaching methods, and any barriers to effective learning.

    1.4 Others (e.g., Recent Graduates):

    - May be invited to provide feedback on the course and share their reflections.

2. **Review and Improvement Process**

    - The course coordinator organizes an evaluation summary meeting with students, preceptors, and clinical instructors within one week after course completion.
    - Evaluation findings are shared with the instructional team to guide course improvement.
    - The course evaluation is formally documented using the TQF 6 form.

Evaluation Summary (Semester 2/2024):

    - Students rated their ability to apply theory to practice as **good to very good** (Mean = 4.42, SD = 0.5).
    - The clinical ward setting was considered appropriate for learning, rated **good to very good** (Mean = 4.38, SD = 0.5).
    - Supervising instructors received ratings of **good to very good** (Mean = 4.42, SD = 0.5).

- Students demonstrated development in four core professional traits: respect for clients, responsibility, discipline, and honesty—along with being a health role model—rated **good to very good** (Mean = 4.54, SD = 0.51).
- Overall knowledge gain was rated **good to very good** (Mean = 4.42, SD = 0.5).