



Course Specification

Institution Rangsit University
School School of Nursing, Adult and Elderly Nursing Group

Section 1 General Information

BNE 391 Adult and Elderly Nursing Practicum I 2 (0-6-3)

Co-requisite BNE 221 Nursing Care of Adults and Elderly 1 3(2-2-5)

Pre-requisite BNE 291 ปฏิบัติการพยาบาลพื้นฐาน 3(0-9-5)

Semester S/2568

Group ☒ 11

Type of course

☐ General course

☒ Professional course: Practicum

☐ วิชาเลือกเสรี

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coordinator Asst. Prof. Dr. Sangrawee Maneesri

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2) Asst. Prof. Dr. Sangrawee Maneesri

Course Instructor 3) Asst. Prof. Orathai Reantippayasakul

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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 1.2:** 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 2.4:** Applies the nursing process and evidence-based practice to provide holistic nursing and midwifery care in healthcare and community settings.

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

- **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.

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.
- CLO 4.2: Demonstrates kindness and compassion toward care recipients

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 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Assign weekly patients to students for study and care. Conduct pre-post conferences and clinical discussions. Instructors provide direct teaching during nursing rounds. 	<ul style="list-style-type: none"> Q&A participation during post-conferences. Evaluation of nursing care plans and reflective reports.
2. Nursing Skills <ul style="list-style-type: none"> Level 2.1: Use digital tools for information searching and health education material development. Level 2.2: Demonstrate effective communication in clinical practice. Level 2.4: Apply evidence-based nursing process holistically. 	<ol style="list-style-type: none"> Assign weekly nursing cases for student practice. Supervise and provide clinical feedback. Use media and case presentations in teaching. 	<ul style="list-style-type: none"> Assessment of clinical performance. Health teaching performance and plan. Case study presentation using media.
3. Ethics and Morality <ul style="list-style-type: none"> Level 3.3: Practice under nursing ethics and legal frameworks. 	<ol style="list-style-type: none"> Group discussion on professional ethics. Analyze ethical cases using guided questions. 	<ul style="list-style-type: none"> Instructor observation of student behavior. Ethical issue group discussion.
4. Personal Attributes <ul style="list-style-type: none"> Level 4.1: Demonstrate leadership and effective teamwork. 	<ol style="list-style-type: none"> Participation in team-based 	<ul style="list-style-type: none"> Observation of teamwork and

Learning Outcome	Process	Evaluation
Level 4.2: Demonstrates kindness and compassion toward care recipients	nursing care. 2. Join shift reports and interprofessional meetings. 3. Weekly reflection on learning experiences.	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 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					✓							

Section 4: Characteristics and Implementation of Field Training

1. General Description of Field Experience / Course Description

ปฏิบัติการพยาบาลผู้ป่วยผู้ใหญ่และผู้สูงอายุที่มีปัญหาสุขภาพทั้งในระยะเฉียบพลัน วิกฤตและเรื้อรังในระบบทางเดินหายใจ ระบบหัวใจและหลอดเลือด ระบบโลหิต การติดเชื้อ การเสียสมดุลน้ำ เกลือแร่ ระบบทางเดินปัสสาวะ ระบบย่อย เฝ้ามผลาญ และขับถ่าย การพยาบาลฉุกเฉินและบาดเจ็บ โดยใช้ความรู้ทางพยาธิสรีร-เภสัชวิทยา การดูแลผู้ป่วยให้ได้รับยาอย่างปลอดภัย และการควบคุมการบริโภคยาสูบ บนพื้นฐานความปลอดภัย สิทธิผู้ป่วย จริยธรรม จรรยาบรรณวิชาชีพและกฎหมายที่เกี่ยวข้อง

Clinical nursing practicum for adult and elderly patients with acute, critical, and chronic health problems, respiratory system, cardiovascular system, hematological system infection, fluid and electrolytes imbalance, urinary system, gastrointestinal system, emergency and trauma nursing ; application of patho3physio3pharmacological knowledge; administering medication safety, and tobacco consumption control based on safety, patient's rights, ethics, professional code of ethics and related laws.

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
 - 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 23, 2025	Inform instructor of selected case by July 18, 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 9/1, Semi-ICU Female FI 10, Medical Male Ward FI11 and Medical Female Ward FI10)
- **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

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.

Section 6: Student Evaluation

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, midwifery, and related sciences to deliver nursing care in real	Nursing practice (based on clinical evaluation form)	1–4	Weekly evaluation of clinical performance	25%

Domain	Course Learning Outcome (CLO)	Learning Process	Week(s)	Evaluation Method	Weight
	settings				
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 2.2 : Demonstrates effective communication behaviors with nursing teams, interdisciplinary professionals, service recipients.	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 consideration for others	Case conferences, pre-post conferences, and nursing rounds	4	Assessment will be conducted through observation of teamwork behaviors, leadership skills,	10%

Domain	Course Learning Outcome (CLO)	Learning Process	Week(s)	Evaluation Method	Weight
	CLO 4.2: Demonstrates kindness and compassion toward care recipients			and expressions of kindness and compassion toward service recipients.	

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 RQF 6 form.

Evaluation Summary (Semester S/2024):

Following the completion of the teaching and learning activities, students reported a high level of knowledge transfer from theoretical coursework to practical application, with an average rating of very good (Mean = 4.63, SD = 0.70). The clinical ward environment was also perceived as highly conducive to learning (Mean = 4.81, SD = 0.39). Clinical instructors were rated as highly competent in both practical skills and in their ability to integrate theoretical knowledge and pathophysiological concepts (Mean = 4.88, SD = 0.33). Furthermore, the training sites were considered highly appropriate for achieving the objectives of the practical coursework (Mean = 4.69, SD = 0.58).

Students also demonstrated significant development in all four core professional nursing attributes. These included: the development of appropriate expressive behavior (Mean = 4.69, SD = 0.58), increased respect for others (Mean = 4.94, SD = 0.24), sincerity (Mean =

4.94, SD = 0.24), and service-oriented skills that reflect warmth, unity, cooperation, and integration—qualities that embody both respect and social responsibility. These factors contributed to the successful development of students' ethical standards (Mean = 4.69, SD = 0.58). Overall, students exhibited excellent progress in professional knowledge and competencies, indicating a high level of preparedness for the national nursing licensure examination (Mean = 4.81, SD = 0.39).