



## Course Specification

**Institution's name** Rangsit University

**School** School of Nursing, Child and Adolescent Nursing group

### Section 1 General Information

**BNE 393** Children and Adolescents Nursing Practicum 3 (0-9-5)  
(ปฏิบัติการการพยาบาลเด็กและวัยรุ่น)

**Co-requisite** No

**Pre-requisite** BNE 231

**Semester** S/2568

**Group** 01

**Type of the course** ☐ General course  
☒ Professional course: Practicum  
☐ Elective course

**Course coordinator** 1) Ajarn Sasipin Supamonthree Baouphol

**Course Instructor** 1) Ajarn Thanassamund Luangkittikong  
2) Ajarn Sasipin Supamonthree Baouphol

**Date of Course development or latest adjusted course**

May 1, 2025

## Section 2 Purpose and Objectives

### 1. Purposes / Aims of field experience.

The purpose of the course is to provide students with an opportunity to perform clinical nursing practice in caring for hospitalized children and adolescents in real situations. On completion of the course, students are expected to achieve the following:

1.1. Be able to use the nursing process to collect data. Assess problems and make nursing diagnoses for children and adolescents with acute and chronic illnesses.

1.2. Use the nursing process to plan nursing care to look at and treat pediatric and adolescent patients holistically, including the rational use of medication and the appropriate application of relevant theories.

1.3. Practice child and adolescent nursing by integrating knowledge and applying it appropriately, including related theories, the rational use of medications, and adopting the family-centered care concept in caring for children and adolescents. Promoting the good health of children and at-risk groups by taking into account children's rights, ethics, and relevant professional ethics.

1.4. Monitoring and evaluating nursing outcomes and adjusting nursing plans to suit the changes in pediatric and adolescent patients continuously.

### 2. Course Learning Outcomes: CLOs:

1. Use nursing knowledge. Midwifery and related sciences in analyzing problem situations. Find and use clinical empirical evidence. Collect and analyze service data to improve the quality of care for service recipients in health care facilities.

2. Develop innovations, inventions, or research in nursing and midwifery using empirical evidence and preliminary research principles to improve the quality of nursing in health care facilities.

3. Expressing moral, ethical, legal, and professional ethics behavior for nurses. To improve the quality of care for service recipients in health care facilities.

4. Manifest leadership and team-building behavior, pursue learning, self-development and continuous work development, as well as show creativity in developing innovation. Inventions or research to improve the quality of care for service recipients in health care facilities.

### Section 3 Student's Learning Outcome Development

Development of learning outcomes in each intended learning outcome standard. They are the following.

**1. Summarize the knowledge or skills that you want to develop from the experience gained from field/on-site training.**

1.1 Nursing practice in children and adolescents is in accordance with legal principles and professional ethics.

1.2 Behave with integrity and punctuality. Be responsible, have social etiquette, be disciplined, respect and respect others, take into account human rights, values and dignity, and respect cultural differences. To protect the rights of patients equally.

1.3 Able to link science in basic professions and professional groups.

**2. Explain the essence of nursing children and adolescents in good health conditions. Acute and chronic diseases with common systemic diseases.**

1. Practice real-life and simulated child and adolescent nursing.

2. Use the nursing process to design, plan, and provide nursing care to pediatric and adolescent patients in family-centered care and holistic care for each pediatric patient. This covers the promotion of good health of children.

3. Rational use of medications in the safe care of pediatric patients.

4. Work as a team leader, lead group activities, and interact with the health team creatively. Service recipients, collaborators, and other related persons

5. Work with the health team to provide services and express their own opinions in a rational manner. Respect the opinions of others.

6. Communicate the exchange of health information effectively, clinical communication with customers, families, and multidisciplinary teams

7. Use digital technology to find information and analyze health problems.

8. Apply mathematical and statistical principles and use digital technology to find empirical evidence for use in the design of nursing services.

### 3. Methods to be used to evaluate learning outcomes in each relevant learning outcome standard.

Learning outcomes	Teaching methods	Evaluation Methods
<b>1. Knowledge</b> 1.3 Use of nursing knowledge Midwifery and related sciences to provide nursing care to service recipients in health care facilities and communities. ใช้ความรู้ศาสตร์ทางการพยาบาล การผดุงครรภ์ และศาสตร์ที่เกี่ยวข้องเพื่อให้การพยาบาลแก่ผู้รับบริการในสถานบริการสุขภาพและชุมชน	- Nursing practice based on the Professional Practice Skills Assessment - case conference (group assign case) - Individual case studies	- (16) แบบประเมินทักษะการปฏิบัติการพยาบาลในโรงพยาบาล Assessment of Nursing Practice Skills in Hospitals Form. (5%) - (10) แบบประเมินการนำเสนอผลงาน Case Presentation Evaluation Form. (5%) - (5) แบบประเมินการวิเคราะห์กรณีศึกษาโดยใช้กระบวนการพยาบาล Case Study Analysis Assessment Using the Nursing Process Form. (5%)
<b>2. Skills</b> 2.2 Expression of communication behavior with the nursing team. Multidisciplinary Team Service recipients and related persons. แสดงออกถึงพฤติกรรมสื่อสารกับทีมพยาบาล ทีมสหสาขาวิชาชีพ ผู้รับบริการและผู้ที่เกี่ยวข้องได้ 2.4 Use nursing processes and empirical evidence. In nursing and Midwifery holistically in health care facilities and communities. ใช้กระบวนการพยาบาลและหลักฐานเชิงประจักษ์ในการปฏิบัติการพยาบาลและการผดุงครรภ์อย่างเป็นองค์รวม ในสถานบริการสุขภาพและชุมชนได้	- Nursing practice based on the Professional Practice Skills, communication behavior with the nursing team, data transfer between shifts using by ISBAR (IPD), Health Education (IPD) - Toy making/play management - Individual case studies	- (16) แบบประเมินทักษะการปฏิบัติการพยาบาลในโรงพยาบาล Assessment of Nursing Practice Skills in Hospitals Form. (40%) - (20) แบบสังเกตพฤติกรรมสื่อสารเชิงวิชาชีพ Observation of Professional Communication Behavior Form. (10%) - (12) แบบประเมินการส่งเวยแบบ ISBAR (IPD) ISBAR; data transfer between shifts Form (IPD). (5%) - (11) แบบประเมินการให้ความรู้ด้านสุขภาพ (IPD) Health Education Assessment Form (IPD). (5%) - (7) แบบประเมินชิ้นงานนวัตกรรม/สิ่งประดิษฐ์ (OPD) Innovation/Invention Assessment Form (OPD). (10%) - (5) แบบประเมินการวิเคราะห์กรณีศึกษาโดยใช้กระบวนการพยาบาล Case Study Analysis Assessment Using the Nursing Process Form. (5%)

Learning outcomes	Teaching methods	Evaluation Methods
<b>3. Ethics</b> 3.3 Demonstrate moral behavior, ethics, laws and professional ethics in nursing. แสดงออกถึงพฤติกรรมการณ์มีคุณธรรมจริยธรรม กฎหมายและจรรยาบรรณวิชาชีพพยาบาล	- Moral Behavior and Professional Ethics in Nursing Practice - Ethical rounds	- (23) แบบสังเกตพฤติกรรมการณ์มีคุณธรรมจริยธรรม กฎหมายและจรรยาบรรณวิชาชีพพยาบาล Observation of Moral Behavior, Ethics, Law and Ethics of the Nursing Profession Form. (5%)
<b>4. Personality</b> 4.1 Demonstrate leadership, teamwork, respect and respect for others. แสดงออกถึงการเป็นผู้นำ ทำงานเป็นทีม เคารพและให้เกียรติผู้อื่น 4.2 Demonstrate generosity and public spirit. แสดงออกถึงการมีความเอื้ออาทร และมีจิตสาธารณะ	- Group discussions and collaboration in nursing practice, as well as case presentations.	- (21) แบบประเมินพฤติกรรมการณ์การทำงานเป็นทีมและการเป็นผู้นำทีมโดยเพื่อน/อาจารย์/Preceptor Teamwork and Team Leadership Behavior Assessment by Peers/Teachers/Preceptors Form. (5%) - (22) แบบสังเกตพฤติกรรมการณ์เคารพศักดิ์ศรีความเป็นมนุษย์ สิทธิผู้รับบริการ ความแตกต่างระหว่างบุคคลและวัฒนธรรม Observation of Respect for Human Dignity Service Recipient's Rights Differences between individuals and cultures Form. (5%) - (24) แบบประเมินพฤติกรรมการณ์มีความเอื้ออาทร Generosity Behavior Assessment Form. (5%)

#### 4. ความสอดคล้อง Course Learning Outcome (CLOs) กับผลลัพธ์การเรียนรู้

CLOs	1.ความรู้	2.ทักษะ	3.จริยธรรม	4.ลักษณะบุคคล	
	1.3	2.5	3.3	4.1	4.3
CLO 1 1 Use nursing knowledge. Midwifery and related sciences in analyzing problem situations. Find and use clinical empirical evidence. Collect and analyze service data to improve the quality of care for service recipients in health care facilities.	✓				

CLOs	1.ความรู้	2.ทักษะ	3.จริยธรรม	4.ลักษณะบุคคล	
	1.3	2.5	3.3	4.1	4.3
CLO 2 2. Develop innovations, inventions, or research in nursing and midwifery using empirical evidence and preliminary research principles to improve the quality of nursing in health care facilities.		✓			
CLO 3 Expressing moral, ethical, legal, and professional ethics behavior for nurses. To improve the quality of care for service recipients in health care facilities.			✓		
CLO 4 Manifest leadership and team-building behavior, pursue learning, self-development and continuous work development, as well as show creativity in developing innovation. Inventions or research to improve the quality of care for service recipients in health care facilities.				✓	✓

## Section 4 Working process

### 1. Course description

ปฏิบัติการพยาบาลเด็กและวัยรุ่นโดยใช้กระบวนการพยาบาลในการดูแลแบบองค์รวมในเด็กและวัยรุ่น ที่มีความเจ็บป่วยเฉียบพลันที่พบบ่อย เช่น โรคระบบทางเดินหายใจ ระบบสมดุลงานน้ำและเกลือแร่ ระบบภูมิคุ้มกันและการติดเชื้อ ระบบประสาท ระบบโลหิต การส่งเสริมสุขภาพเด็กสุขภาพดีและกลุ่มเสี่ยง การดูแลต่อเนื่องตามแนวคิดครอบครัวเป็นศูนย์กลาง บูรณาการศาสตร์และทฤษฎีที่เกี่ยวข้อง การใช้ยาอย่างสมเหตุผล หลักสิทธิเด็ก และจรรยาบรรณวิชาชีพ

Clinical nursing practicum for children and adolescents based on the nursing process in children and adolescents with common acute illnesses of the respiratory system, fluid and electrolytes, immune system and infection, nervous system, hematological system, health promotion for healthy children and risk group, continuous

care based on family-centered concept, integration of science and related theories, rational drug use, children rights and professional code of ethics.

## **2. Student Activities**

2.1 Participate in course orientation and clinical orientation.

2.2 Participate in preparatory training Listen to scenario-based teaching for students to practice their skills with mannequins. (Simulation) at the nursing laboratory

2.3 Practicing nursing at Pediatric Outpatient Clinic, Pediatric ward, and Newborn Intensive Care Unit. Students will gain clinical experience, as follows:

2.3.1 Pediatric and Adolescent Nursing Practice at Pediatric Outpatient Clinic.

- 1) Study and nursing 1-2 assigned pediatric patients a day
- 2) Perform duties as assigned, and attend consultation meetings before and after nursing care with inservice instructors and/ or nursing teams every day.
- 3) Practicing Pediatric Nursing Procedures Assess growth and development with age. Observation/vaccination and post-vaccination guidance Assess children's health status by taking history, physical examination, nursing planning, and nursing evaluation. Write a nursing plan, and send it to the teacher.
- 4) Study and make individual case study reports.
- 5) Select and study one case conference and present it in class as a group. On the last day of practice.
- 6) Make toys as a group.

2.3.2 Practicing child and adolescent nursing at the pediatric ward and Newborn Intensive Care Unit, as follows:

- 1)
- 2) Develop an individual teaching plan that responds to the personal needs, health promotion, and prevention among the child and adolescent of the assigned client and provide health education to the client at least one time.
- 3) Growth and developmental assessment, calculate calories, essential nutrition of age, and energy requirements, and administer medication doses of the assigned case focusing on medication safety and RDU for the child and adolescent.

- 4) Report and record nursing care, and health education including evaluation provided to the assigned client.
- 5) Pre-conference the assigned case in everyday focus on health problems and nursing care.
- 6) Post-conference the assigned case focuses on the nursing outcome every day.
- 7) Group discussion on a selected case regarding:
  - The child's right, nursing ethical principles.
  - The characteristics of the nurse are as follows: respect for the client, responsibility, discipline, honesty, and being a healthy role model.
- 8) Nursing round: present and/ or participate in the nursing round once a week.
- 9) Case conference: present a case study and participate in sharing and discussing.
- 10) Self-evaluation and self-reflection with the instructor once a week.

2.4 Take a practical exam using a virtual reality simulation (OSCE) with a mannequin in the nursing lab.

2.5 Evaluate courses and training resources



### 3. Student reports or assignments

Assignments	Due date of report submission	Remarks
1. Providing nursing care to a patient /week or until the patient is discharged.	-	Instructors will assign a patient in the first day of each week.
2. Nursing care plan of assigned case	Every morning	
3. Individual Case study	Submit the complete report and nursing care plan to the instructor 1 week after assigned	
4. Group work; A case study presentation	Submit 1 week after assigned and <b>1 day before presentation</b>	
5. Health teaching plan and educating patient and/ or caregiver	Submit the health teaching plan 1-2 days in advance before teaching.	Student has to inform instructor the teaching day within the first week of practice.
6. Plans to make toys and toys	Submit at least 1 <b><u>day in advance</u></b> and deliver the toys by the last day of the training.	
7. Experience notebook	Submitted by the last day of the internship.	

### 4. Following up on the learning outcomes of students

- o Assess the nursing care plans and health education plans and give feedback to the students.
- o Attend the group discussion on the characteristics of nurses and ethical issues.
- o Evaluate the pre-post conference, nursing round, and case conference.
- o Evaluate the nursing care plan.

### 5. Responsibility of preceptor in a clinical setting

- o Provide ward orientation and guidelines for the nursing practice of the ward.
- o Provide clinical space and provide or help arrange a variety of patient encounters and necessary learning experiences for students.

- o Participate in supervising, demonstrating, and teaching the students in clinical activities.

- o Participate in pre-conference and/ or post-conference.

- o Participate in the evaluation of the student's clinical skills and knowledge.

#### **6. Responsibility of Instructor/Supervisor**

- o Provide course orientation.

- o Supervise, demonstrate, and teach the students in clinical activities to develop the student's skills and ensure proper patient care.

- o Review with the students the "Goals and Objectives" of the course to identify the problem areas and provide specific teaching demonstrations for the student or other instructions to resolve these problems areas.

- o Evaluate the student's clinical skills and knowledge base through the following mechanisms:

- Direct supervision, observation, and teaching in the clinical setting.

- Evaluate all written reports comprising: the nursing care plan and the health teaching plan, and afterward give feedback to the student.

- Attend and participate in clinical conferences such as pre-post conferences, nursing rounds, and case conferences.

- o Facilitate relations between the student and the health care team in the practice site.

- o Arrange the clinical evaluation between the student and the staff nurses, student, and instructor.

#### **7. Student Preparation / Orientation and Assistance**

- o Provide course orientation and information about the practical site.

- o Provide nursing students opportunities to practice essential nursing skills in the laboratory.

- o Provide the list of multimedia available for students to use in the lab and/or borrow to self-study.

- o Arrange transportation for students to travel to the practice site.

#### **8. Facilities and support required from a clinical setting.**

- o Library or study room that could provide some textbooks and journals.

- o Meeting room or clinical space for group discussion and/or case conference.

## Section 5      Planning and Preparation

### 1. Identify the clinical setting for the practice.

Nopparat Rajathanee Hospital is selected as a clinical setting to facilitate the learning opportunity for students to achieve the goals and objectives of the course. The clinical settings are:

- Pediatric Outpatient Clinic
- Pediatric Private ward (4/5<sup>th</sup>)
- Newborn Intensive Care Unit.

### 2. Student Preparation

- Course orientation Clarification of details Teaching and Assessment Guidelines Orientation of training resources about rules and practices.
- Prepare students before practicing by reviewing necessary pediatric nursing knowledge and skills.

### 3. Instructor / Supervisor preparation

Organize a meeting to clarify the details of the course. Objectives of practical training Expected Learning Outcomes Organizing teaching and learning activities, assignments, assessments of learning. Supervision schedule before practical training

### 4. Preceptor Preparation

Organize a meeting to clarify the details of the course. Objectives of practical training Expected Learning Outcomes Organizing teaching and learning activities, assignments, assessments of learning. Supervision schedule before practical training

### 5. Risk Management

- 1.1. Coordinate with staff nurse practitioner in the training center continuously.
- 1.2. Assign a student representative in each group to keep in touch with the in-service teacher throughout the practice.
- 1.3. Arrange the faculty-student ratio not to exceed 1:8 according to the criteria set by the Nursing Council.
- 1.4. Arrange a shuttle bus between the Faculty of Nursing, Rangsit University and the training site, and advise students to be cautious and consider safety throughout the journey.

- 1.5. Provide students with COVID-19 vaccines, as well as vaccines for measles, rubella, mumps, chickenpox, influenza, and ATK testing. Measure temperature, observe symptoms in case of a COVID-19 outbreak, before practicing on the ward. Orientation on potential risks by following measures to prevent infection and spread of coronavirus disease ( COVID-19) in both the Faculty of Nursing, Rangsit University, and training centers. Nursing practice prioritizes patient safety and the prevention of potential risks to both patients and students.
- 1.6. The in-service professor closely supervises students, especially in high-risk nursing activities, such as administering medication to patients. Students are required to practice nursing under the supervision of an in-service teacher, ward nurse, or mentor at all times.
- 1.7. If a student practicing on the ward is still unable to practice nursing skills correctly after receiving guidance from the in-service teacher, the in-service teacher considers that there may be a risk to the patient/service recipient. The in-service teacher will report to the subject teacher in charge. To coordinate with the course leader to send students back to practice additional nursing skills in the faculty's nursing laboratory. Professors working at the faculty supervise students in practice until students are able to practice nursing skills correctly and have confidence in nursing practice. Therefore, the students were arranged to continue practicing on the ward.
- 1.8. If the risk arises for the student. Pediatric patients As a result of a student's actions or from a student's nursing practice, the following shall be done:
  - 1.8.1 Students must immediately report the incident to the inservice teacher/lecturer in charge of the course and/or the ward nurse. Also, write a memorandum of the incident report and present it to the inservice teacher on the day of the incident.
  - 1.8.2 Inservice teacher/lecturer in charge of the course Coordinate with training sources and relevant agencies to find solutions urgently and report the incident to the teacher in charge of the pediatric nursing course. Head of Bachelor of Nursing Program, respectively. To jointly consider ways to help and resolve such incidents.

## Section 6 Student Evaluation

### 1. Evaluation criteria

Learning outcomes	Teaching methods	Evaluation Methods	Proportion of evaluation
<b>1. Knowledge</b> 1.3 Use of nursing knowledge Midwifery and related sciences to provide nursing care to service recipients in health care facilities and communities. ใช้ความรู้ศาสตร์ทางการพยาบาล การผดุงครรภ์ และศาสตร์ที่เกี่ยวข้อง เพื่อให้การพยาบาลแก่ผู้รับบริการในสถานบริการสุขภาพและชุมชน	- Nursing practice based on the Professional Practice Skills Assessment  - case conference (group assign case)  - Individual case studies	- (16) แบบประเมินทักษะการปฏิบัติการพยาบาลในโรงพยาบาล Assessment of Nursing Practice Skills in Hospitals Form. (5%)  - (10) แบบประเมินการนำเสนอผลงาน Case Presentation Evaluation Form. (5%)  - (5) แบบประเมินการวิเคราะห์กรณีศึกษาโดยใช้กระบวนการพยาบาล Case Study Analysis Assessment Using the Nursing Process Form. (5%)	10%
<b>2. Skills</b> 2.2 Demonstrate communication behavior with the nursing team. Multidisciplinary Team Service recipients and related persons. แสดงออกถึงพฤติกรรมการสื่อสารกับทีมพยาบาล ทีมสหสาขาวิชาชีพ ผู้รับบริการและผู้ที่เกี่ยวข้องได้  2.4 Use nursing processes and empirical evidence. In nursing and Midwifery holistically in health care facilities and communities. ใช้กระบวนการพยาบาลและ	Nursing practice based on the Professional Practice Skills, communication behavior with the nursing team, data transfer between shifts using by ISBAR (IPD), Health Education (IPD)  - Toy making/play management	- (16) แบบประเมินทักษะการปฏิบัติการพยาบาลในโรงพยาบาล Assessment of Nursing Practice Skills in Hospitals Form. (40%) - (20) แบบสังเกตพฤติกรรมการสื่อสารเชิงวิชาชีพ Observation of Professional Communication Behavior Form. (10%) - (12) แบบประเมินการส่งเวรแบบ ISBAR (IPD) ISBAR; data transfer between shifts Form (IPD). (5%) - (11) แบบประเมินการให้ความรู้ด้านสุขภาพ (IPD) Health Education Assessment Form (IPD). (5%) - (7) แบบประเมินชิ้นงานนวัตกรรม/สิ่งประดิษฐ์ (OPD)	70%

Learning outcomes	Teaching methods	Evaluation Methods	Proportion of evaluation
หลักฐานเชิงประจักษ์ ในการปฏิบัติการพยาบาลและการ ผดุงครรภ์อย่างเป็นองค์รวม ในสถานบริการสุขภาพและ ชุมชนได้	- Individual case studies	Innovation/Invention Assessment Form (OPD). (10%) - (5) แบบประเมินการวิเคราะห์กรณีศึกษาโดยใช้กระบวนการพยาบาล Case Study Analysis Assessment Using the Nursing Process Form. (5%)	
<b>3. Ethics</b> 3.3 Demonstrate moral behavior, ethics, laws and professional ethics in nursing. แสดงออกถึงพฤติกรรมการณ์มีคุณธรรม จริยธรรม กฎหมายและจรรยาบรรณวิชาชีพพยาบาล	- Moral Behavior and Professional Ethics in Nursing Practice  - Ethical rounds	- (23) แบบสังเกตพฤติกรรมการณ์มีคุณธรรม จริยธรรม กฎหมายและจรรยาบรรณวิชาชีพพยาบาล Observation of Moral Behavior, Ethics, Law and Ethics of the Nursing Profession Form. (5%)	5%
<b>4. Personality</b> 4.1 Demonstrate leadership, teamwork, respect and respect for others. แสดงออกถึงการเป็นผู้นำ ทำงานเป็นทีม เคารพและให้เกียรติผู้อื่น 4.2 Demonstrate generosity and public spirit. แสดงออกถึงการมีความเอื้ออาทร และมีจิตสาธารณะ	- Group discussions and collaboration in nursing practice, as well as case presentations.	- (21) แบบประเมินพฤติกรรมการณ์ทำงานเป็นทีมและการเป็นผู้นำทีมโดยเพื่อน/อาจารย์/Preceptor Teamwork and Team Leadership Behavior Assessment by Peers/Teachers/Preceptors Form. (5%) - (22) แบบสังเกตพฤติกรรมการณ์เคารพศักดิ์ศรีความเป็นมนุษย์ สิทธิผู้รับบริการ ความแตกต่างระหว่างบุคคลและวัฒนธรรม Observation of Respect for Human Dignity Service Recipient's Rights Differences between individuals and cultures Form. (5%) - (24) แบบประเมินพฤติกรรมการณ์มีความเอื้ออาทร Generosity Behavior Assessment Form. (5%)	15%

#### Criteria for passing the assessment

- Score at least 60% in each area and 60% overall score (60 points out of 100)

**Grading criteria based on score weight**

Grade	10%	20%	50%	100%
A	8.00-10.00	16.00-20.00	40.00-50.00	80.00-100.00
B+	7.50-7.99	15.00-15.99	37.50-39.99	75.00-79.99
B	7.00-7.49	14.00-14.99	35.00-37.49	70.00-74.99
C+	6.50-6.99	13.00-13.99	32.50-34.99	65.00-69.99
C	6.00-6.49	12.00-12.99	30.00-32.49	60.00-64.99
D+	5.50-5.99	11.00-11.99	27.50-29.99	55.00-59.99
D	5.00-5.49	10.00-10.99	25.00-27.49	50.00-54.99
F	< 5.00	< 10.00	< 25.00	< 50.00

**2. Student Performance Evaluation Process**

- 2.1 Assess professional morality and ethics using professional morality and ethics assessments.
- 2.2 Evaluate nursing practice, consolidate nursing plans. Using professional practice skills assessments
- 2.3 Evaluate health education for pediatric patients or relatives. Using health education assessments for patients or relatives
- 2.4 Evaluate toy making/play management using the toy making/play management assessment.
- 2.5 Ethical rounds are assessed using ethical rounds assessments.
- 2.6 Evaluate individual case study reports using case study assessments.
- 2.7 Evaluate reports and case conference presentations using case conference assessments.

**3. Responsibility of Preceptor in Evaluation**

- 3.1 Assess professional morality and ethics using professional morality and ethics assessments.
- 3.2 Evaluate nursing practice and consolidate nursing plans. Using professional practice skills assessments
- 3.3 Evaluate health education for pediatric patients or relatives. Using health education assessments for patients or relatives
- 3.4 Ethical rounds are assessed using ethical rounds assessments.
- 3.5 Evaluate individual case study reports using case study assessments.

**4. Responsibility of the Instructor/Supervisor in Evaluation**

4.1 The teacher in charge of the course collects the results of the assessment of student nursing practice from each group of in-service professors and considers the results together with the in-service teacher and mentor to grade results.

4.2 The teacher in charge of the course presents the grading results to the Bachelor of Nursing Program Committee for review and certification of the assessment results.

#### **5. Conclusion of the different evaluations**

If the in-service teacher has a different opinion on the assessment results. Each group of in-service professors will attend a meeting to discuss the students' training.

### **Section 7 Evaluation and Improvement Plan**

#### **1. The evaluation process is done by**

##### **1.1 Student:**

The evaluation process consists of unit evaluation and course evaluation. The feedback from students will provide information about their achievement in the practice, the appropriateness of assignments, the clinical placement, and suggestions.

##### **1.2 Preceptor or head nurse:**

The preceptor or head nurse assesses each student using the school's performance assessment form. At the end of the course, a meeting will be arranged to evaluate the course. Nursing administrators and head nurses involved in student practice will participate in the evaluation process.

##### **1.3 Instructor / Supervisor:**

Each student will be assessed through practice by the clinical instructor. The evaluation focuses on developing the better performance of students. The clinical instructor will assess the student performance, the clinical setting, the learning and teaching process, and the problems that affect learning and teaching.

#### **2. Reviewing process and improvement plan:**

The course coordinator concludes the evaluation of the students, preceptors, and all clinical instructors within one week after the end of the course. The evaluation results will be presented to the instructor team for informational purposes to improve the course. The course evaluation will be written in the RQF 6 form.