



Course Specification

Institution Rangsit University

Faculty School of Nursing

Curriculum พยาบาลศาสตรบัณฑิต หลักสูตรใหม่ พ.ศ. 2565

Section 1 General Information

BNE 313

Leadership and Nursing Management

2(1-2-3)

ภาวะผู้นำและการจัดการทางการพยาบาล

Co-requisite course

-

Prerequisite course

-

Semester

S/2568

Section

01

Course type

☐

Basic adjustment course

☐

General course

☒

Specific Course 1) Basic professional course

☐

Free elective

Course Coordinator

Assoc. Prof. Prangtip Ucharattana

☒

Former Instructor

Assist. Prof. Dr. Vatcharin Wuthironarith

☒

Former Instructor

Aj. Jarutsri Atthayasai

☒

Former Instructor

Course

1. Assoc. Prof. Prangtip Ucharattana

☒

Former Instructor

☐

Invited

Instructors

2. Assist. Prof. Dr. Vatcharin Wuthironarith

☒

Former Instructor

☐

Invited

3. Aj. Jarutsri Atthayasai

☒

Former Instructor

☐

Invited

Study place

Theory & Lab: Building 4/2

☒

Insite

☐

Out site

Room 410

Latest update

30 May 2025

Section 2 Purpose and Objective

1. Course objectives

- 1.1 Be able to explain the policies of the health service system.
- 1.2 Analyze the health situation The problem of nursing needs in nursing homes can be
- 1.3 Plan health projects to monitor and evaluate results at the primary level.
- 1.4 Able to plan quality development in healthcare facilities.
- 1.5 Explain the principles of nursing management in a hospital setting.
- 1.6 Analyze ways to develop leadership skills in nursing management and teamwork.
- 1.7 Search for academic information from reliable sources.
- 1.8 Analyze and select data to solve problems.

2. Course Description

นโยบายสุขภาพ ภาวะผู้นำทางการพยาบาล ทีมการพยาบาล ทรัพยากร เครือข่ายและแหล่งประโยชน์ การพยาบาล การจัดการทางการพยาบาล การพัฒนาคุณภาพการพยาบาล การติดตามและประเมินผลผลลัพธ์การจัดการสุขภาพในระดับปฐมภูมิและในสถานพยาบาล

Health policy, nursing leadership, nursing team, resources, networks and resources in nursing, nursing management, nursing care quality improvement, monitoring and evaluation of health management in primary care and healthcare facilities.

3. Contact hours for students per week for receiving academic advising

3.1 Students who need additional academic help must arrange an appointment prior to meeting their instructor.

3.2 Students are expected to meet their teaching advisor at the agreed time.

Advisor Names	Room	Contact Information	Schedule
Assoc. Prof. Prangtip Ucharattana	Building 4 Room. 407	E-mail: prangtip.u@rsu.ac.th	On appointment
Assist. Prof. Dr. Vatcharin Wuthironarith	Building 4/2 Room. 401	E-mail: vatcharin@rsu.ac.th	On appointment
Aj. Jarutsri Atthayasai	Building 4/2 Room. 401	E-mail: jarutsri.a@rsu.ac.th	On appointment

Section 3 Student's Learning Outcome Development

1. Knowledge

PLO	Learning Outcome (1.1)	Learning Process	Evaluation
1	<p>Demonstrates the ability to explain knowledge, principles, concepts, and theories in the basic professional group and related sciences.</p> <ol style="list-style-type: none"> 1. Can explain the policies of the health service system. 2. Can explain the principles of nursing management in all levels of health care facilities. 3. Have knowledge and understanding of the health system. Nursing management Able to use research results for nursing practice. 4. Able to search for academic information from reliable sources, analyze and select information to solve problems. 	<ul style="list-style-type: none"> - Implements a flipped classroom methodology by providing students with information, knowledge clips, documents, and resources for group study prior to class. - Facilitates in-class sessions where students brainstorm solutions and present their findings, while the instructor synthesizes key concepts and addresses critical issues. 	<ul style="list-style-type: none"> - Utilizes evaluation forms to assess group processes and presentations. - Gives tests to check what each student has learned and how they can use that knowledge.

2. Skills

PLO	Learning Outcome (2.2)	Learning Process	Evaluation
2	<p>Demonstrates effective communication behaviors with the nursing team, interprofessional teams, clients, and other stakeholders.</p> <ol style="list-style-type: none"> 1. Analyzes approaches to developing leadership skills in nursing management and teamwork. 2. Analyzes health situations and nursing needs across all levels of healthcare facilities. 3. Plans, monitors, and evaluates organizational strategies and health projects within primary care settings and healthcare facilities. 4. Develops quality improvement initiatives in healthcare facilities. 5. Develops proficiency in utilizing the ISBAR (Identification, Situation, Background, 	<ul style="list-style-type: none"> - Implements a flipped classroom methodology by providing students with information, knowledge clips, documents, and resources for group study prior to class. - Facilitates in-class sessions where students brainstorm solutions and present their findings, while the instructor synthesizes key concepts and addresses critical issues. - Analyze public health problems in the communities under which the students are responsible. 	<ul style="list-style-type: none"> - Conducts comprehensive evaluation and assessment of student assignments according to established grading criteria. - Gives tests to check what each student has learned and how they can use that knowledge.

PLO	Learning Outcome (2.2)	Learning Process	Evaluation
	<p>Assessment, Recommendation) framework for effective clinical handoffs.</p> <p>5. Enhances skills in implementing focus charting methodology for systematic nursing documentation.</p> <p>6. Cultivates teamwork competencies for collaborative healthcare delivery.</p>	<p>- Create a project to promote and restore health problems that can be analyzed.</p>	

3. Ethics

PLO	Learning Outcome (3.1,3.2)	Learning Process	Evaluation
3	<p>- Demonstrates behaviors reflecting honesty, discipline, adherence to rules and regulations, and a sense of responsibility</p> <p>- Demonstrates behaviors that respect human dignity, patient rights, individual differences, and cultural diversity.</p> <p>1. Demonstrates professional responsibility through consistent class attendance and timely submission of assigned work.</p> <p>2. Analyzes ethical issues, legal frameworks, and professional standards through case studies and situational examples in nursing leadership, decision-making, and management contexts.</p> <p>3. Conducts original critical analysis of nursing challenges presented in case studies and situational contexts, demonstrating academic integrity through proper attribution of sources and avoidance of plagiarism.</p>	<p>- Teaches students about being disciplined, on time, and responsible for themselves and society to help them become ethical nurses.</p> <p>- Discusses moral and ethical values during projects, teaching students to be responsible, honest, and kind when working with others in healthcare teams.</p>	<p>- Checks if students turn in their work on time to help them develop good time management habits.</p> <p>- Creates learning activities that help students learn to be responsible, work well with others, and be punctual - all important skills for nurses.</p>

4. Personal Attributes

PLO	Learning Outcome (4.1)	Learning Process	Evaluation
4	<p>Demonstrates leadership, teamwork skills, and respect for others.</p> <ol style="list-style-type: none"> 1. Can work well as both a leader and team member in different situations. 2. Can clearly share health information with individuals, families, communities and the public to help people safely access health services. 3. Can use technology to create visual aids for presenting group work to the class. 	<ul style="list-style-type: none"> - Students analyze problems based on given situations and present their findings. - Students have freedom to choose their own methods for finding information, turning it into knowledge, and creating interesting presentations. 	<ul style="list-style-type: none"> - Complete worksheets - Present work to the class - Actively participate in learning discussions and exchanges

หมวดที่ 4 แผนการสอนและการประเมินผล

1. แผนการสอน

Week	Topic	Learning and teaching activities	Number of hours		Faculty
			Theory	Lab	
1 M 7 Jul 2025 8-9.00 a.m.	Course Orientation		1		Assoc. Prof. Prangtip Ucharattana and team
9-11.00 a.m.	1. Leadership 1.1 Assertive behavior 1.2 Change management 1.3 Empowerment 1.4 Conflict management 1.5 Communication and cooperation	- Teacher provides information, documents, and interesting videos before class. Students use these materials to answer guideline questions and complete worksheets, then present their work in class.	2		Aj. Jarutsri Atthayasai
11-12 a.m.,1-2 p.m. (Self study)					
2-4.00 p.m.		- Students study example problems and figure out how leaders should handle these situations.		2	Aj. Jarutsri Atthayasai
2 M 14 Jul 2025 9-11.00 a.m.	1.6 Problem solving and clinical decision making 1.7 Coaching skill 1.7.1 Principles and concepts of coaching 1.7.2 Important techniques for coaching	- Teacher provides information, documents, and interesting videos before class. Students use these materials to answer guideline questions	2		Aj. Jarutsri Atthayasai

Week	Topic	Learning and teaching activities	Number of hours		Faculty
			Theory	Lab	
	<ul style="list-style-type: none"> - Co-creating the Relationship - Setting goals - Deep/active Listening - Powerful and Socratic Questioning - Providing feedback 1.7.3 Coaching Process	and complete worksheets, then present their work in class.			
11-12 a.m.,1-2 p.m. (Self study)					
2-4.00 p.m.		Students practice problem-solving, clinical Decision-making and coaching skills in Mixed-skill team simulation situations.		3	Aj. Jarutsri Atthayasai
3 M 21 Jul 2025 9-11.00 a.m.	2. Health policy and health service system 2.1 Health policy 2.2 Health service system : Primary healthcare system and hospitals	<ul style="list-style-type: none"> - Teacher provides information, documents, and videos before class. Students use these materials to answer worksheet questions, then present their work during class time. 	2	-	Assist. Prof. Dr. Vatcharin Wuthironarith
11-12 a.m. (Self study)					
1-4.00 p.m.	3. Analysis of the health situation in the primary level	<ul style="list-style-type: none"> - Small group discussion - Worksheet analyzing the health situation at the primary level - Analyze the health situation in the primary level 		3	Assist. Prof. Dr. Vatcharin Wuthironarith

Week	Topic	Learning and teaching activities	Number of hours		Faculty
			Theory	Lab	
4 T 29 Jul 2025 1-3.00 p.m.	4. Principles of Nursing Management in the Hospital Context 4.1 Planning and Managing Events 4.1.1 Organizational Understanding: SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) 4.1.2 Utilizing Balanced Scorecard and Benchmarking for Nursing Management 4.1.3 Developing Strategic Plans and Action Plans	- Teacher provides information, documents, and videos before class. Students use these materials to answer worksheet questions, then present their work during class time.	2		Assoc. Prof. Prangtip Ucharattana
4 W 30 Jul 2025 9-12.00 a.m.		- Students analyze example nursing organizations and their situations, then create strategic and action plans based on their analysis.		3	Assoc. Prof. Prangtip Ucharattana
1-4.00 p.m.	Field Study Visit to a Primary Care Facility			3	
4 TH 31 Jul 2025	4.2 Nursing Personnel Management	- Teacher shares information, documents, and videos before class. Students use	3		Assoc. Prof. Prangtip Ucharattana

Week	Topic	Learning and teaching activities	Number of hours		Faculty
			Theory	Lab	
9-12.00 a.m.	4.2.1 Nursing workforce needs, workforce planning, and productivity 4.2.2 Nursing team development 4.2.3 Career advancement pathways for the nursing profession 4.2.4 Creating work engagement and commitment among nurses 4.2.5 Performance evaluation 4.3 Developing clinical information communication capabilities using the ISBAR framework 4.4 Enhancing skills in nursing documentation writing: Focus charting and AIE formats	these materials to complete worksheets with guiding questions, then present their answers during class.			
1-2 p.m. (Self study)					
2-5.00 p.m.		<ul style="list-style-type: none"> - Students learn to figure out how many nurses are needed, how to manage nursing staff, and how to measure nursing work output - Students learn how to evaluate job performance - Students practice patient handoffs using the ISBAR method 		3	Assoc. Prof. Prangtip Ucharattana

Week	Topic	Learning and teaching activities	Number of hours		Faculty
			Theory	Lab	
		- Students practice writing nursing notes using the focus charting method			
4 F 1 Aug 2025 9-12.00 a.m.	5. Nursing Quality Development 5.1 Risk management 5.2 Continuous Quality Improvement in Nursing (CQI) 5.3 Hospital Quality Accreditation: HA, JCI, TQA	- Teacher shares information, documents, and videos before class. Students use these materials to complete worksheets with guiding questions, then present their answers during class.	3		Assoc. Prof. Prangtip Ucharattana
1-4.00 p.m.		- Students identify possible risks by studying different healthcare situations. - Students create projects to improve healthcare quality.		3	Assoc. Prof. Prangtip Ucharattana
5 M 4 Aug 2025 9-12.00 p.m.	6. Creation and management of health projects 6.1 Guidelines for managing problems based on empirical evidence that has the possibility of solving problems based on the principles of effectiveness, efficiency, and equality. 6.2 Examples of models or innovations in health service provision in the primary health care system with community participation 6.3 Guidelines for monitoring and evaluating health management results at the primary level	- Cooperative learning - Students divided into groups to search for examples of models or innovations in the provision of health services in the primary health care system with community participation. - Present examples of models or innovations in the provision of health services in the primary health care system with community participation.		3	Assist. Prof. Dr. Vatcharin Wuthironarith

Week	Topic	Learning and teaching activities	Number of hours		Faculty
			Theory	Lab	
5 M 4 Aug 2025 1-3.00 p.m.	Project presentation			2	Assoc. Prof. Prangtip Ucharattana
5 T 5 Aug 2025 1-4.00 p.m.				3	
5 W 6 Aug 2025 9-11.00 a.m.	Project presentation			2	Assist. Prof. Dr. Vatcharin Wuthironarith
5 TH 7 Aug 2025 9-10.00 a.m.	Final Exam				Assist. Prof. Dr. Vatcharin Wuthironarith Aj. Jarutsri Atthayasai
Total			15	30	

2. Learning Outcome Evaluation Plan

Learning Outcomes	Evaluation measures	Proportion
1. Knowledge (1.1)	- Quiz (after finished every lesson)	10 %
	- Report summarizing knowledge after studying	10 %
	- Final exam	20 %
2. Skills (2.2)	- Project to develop health management at the primary level	15 %
	- Project to improve healthcare quality.	15 %
3. Ethics (3.1, 3.2)	- Student's Moral and Ethical self-evaluation form	10 %
4. Personal Attributes (4.1)	- Evaluating group processes	10 %
	- Presentation of group discussion results	10 %

3. Course Learning Outcomes (CLOs)

CLOs	1. Knowledge		2. Skill		3. Ethics		4. Personal Attributes	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
1.1 Demonstrates the ability to explain knowledge, principles, concepts, and theories in the basic professional group and related sciences. 1) Can explain the policies of the health service system. 2) Can explain the principles of nursing management in all levels of health care facilities. 3) Have knowledge and understanding of the health system. Nursing management Able to use research results for nursing practice. 4) Able to search for academic information from reliable sources, analyze and select information to solve problems.	✓							
2.2 Demonstrates effective communication behaviors with the nursing team, interprofessional teams, clients, and other stakeholders.				✓				

CLOs	1. Knowledge		2. Skill		3. Ethics		4. Personal Attributes	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
1) Analyzes approaches to developing leadership skills in nursing management and teamwork. 2) Analyzes health situations and nursing needs across all levels of healthcare facilities. 3) Plans, monitors, and evaluates organizational strategies and health projects within primary care settings and healthcare facilities. 4) Develops quality improvement initiatives in healthcare facilities. 5) Develops proficiency in utilizing the ISBAR (Identification, Situation, Background, Assessment, Recommendation) framework for effective clinical handoffs. 6) Enhances skills in implementing focus charting methodology for systematic nursing documentation. 7) Cultivates teamwork competencies for collaborative healthcare delivery.								
3.1 Demonstrates behaviors reflecting honesty, discipline, adherence to rules and regulations, and a sense of responsibility 3.2 Demonstrates behaviors that respect human dignity, patient rights, individual differences, and cultural diversity.								

CLOs	1. Knowledge		2. Skill		3. Ethics		4. Personal Attributes	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
1) Demonstrates professional responsibility through consistent class attendance and timely submission of assigned work. 2) Analyzes ethical issues, legal frameworks, and professional standards through case studies and situational examples in nursing leadership, decision-making, and management contexts. 3) Conducts original critical analysis of nursing challenges presented in case studies and situational contexts, demonstrating academic integrity through proper attribution of sources and avoidance of plagiarism.					✓	✓		
4. Demonstrates leadership, teamwork skills, and respect for others. 1) Can work well as both a leader and team member in different situations. 2) Can clearly share health information with individuals, families, communities and the public to help people safely access health services. 3) Can use technology to create visual aids for presenting group work to the class.							✓	

Section 5 Learning resources

5.1 Require books

Lindell, M.J.; Huber, D. L. (2021). *Leadership and Nursing Care Management*. (7thed). Philadelphia: Elsevier.

Marquis,B.L. (2017). *Leadership roles and management functions in nursing : theory and application*. (9thed). Philadelphia: Wolters Kluwer Health.

5.2 Document/website

กระทรวงสาธารณสุข. (2568). แผนขับเคลื่อนนโยบายกระทรวงสาธารณสุข พ.ศ. 2568.

กระทรวงสาธารณสุข.

กฤษฎา แสงดี. (2562). แผนความต้องการกำลังคนสายงานพยาบาลของหน่วยบริการสุขภาพสังกัดสำนักงานปลัดกระทรวงสาธารณสุข (2560-2579). นนทบุรี: สำนักวิชาการสาธารณสุข สำนักงานปลัดกระทรวงสาธารณสุข.

กฤษฎา แสงดี วรรัตน์ ใจชื่น และณัฐยานันท์ เดชา. (2562). แผนปฏิรูปกำลังคนและภารกิจบริการด้านสุขภาพของกระทรวงสาธารณสุข. นนทบุรี: กลุ่มประสานนโยบายและยุทธศาสตร์กำลังคนด้านสุขภาพ กองบริหารทรัพยากรบุคคล สำนักงานปลัดกระทรวงสาธารณสุข.

บุญทิพย์ สิริธรรงค์. (2562). *ภาวะผู้นำของพยาบาลในประชาคมอาเซียน*. นนทบุรี:มหาวิทยาลัยสุโขทัยธรรมาธิราช.

สถาบันรับรองคุณภาพโรงพยาบาล. (2562). *HA update 2019*. นนทบุรี : สถาบันรับรองคุณภาพโรงพยาบาล.

สถาบันรับรองคุณภาพโรงพยาบาล. (2561). *เป้าหมายความปลอดภัยของผู้ป่วยของประเทศไทย พ.ศ.2561*. กรุงเทพฯ : สถาบันรับรองคุณภาพโรงพยาบาล.

สภาการพยาบาล. (2556). *สมรรถนะผู้ประกอบการวิชาชีพการพยาบาลและการผดุงครรภ์*. (พิมพ์ครั้งที่ 2). กรุงเทพฯ: ศิริยอดการพิมพ์.

อภิรดี นันท์ศุภวัฒน์. (2563). *ทักษะในการบริหารทางการพยาบาล*. (พิมพ์ครั้งที่ 2).เชียงใหม่: คณะพยาบาลศาสตร์ มหาวิทยาลัยเชียงใหม่.

Section 6 evaluation and improvement

6.1 Effective evaluation strategies by students

6.1.1 Course Assessment, Unit Evaluation, and Course Evaluation

6.1.2 Self-evaluation by students during the course and at the end of the course.

6.2 Teaching evaluation strategies

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

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

6.2.3 Two-way communication feedback between students and instructors during class and laboratory practice

6.2.4 Mid-term and final examination grading.

6.3 Teaching Improvement

6.3.1 Students's reflection and evaluation of the learning-teaching activities of the course.

6.3.2 Committee (course coordinator, instructors, and curriculum administrative) assessment review of teaching-learning activities, learning outcomes, grading, and evaluation from students.

6.3.3 Availability of new and advanced technology enhancing the teaching-learning process (Facebook group, VDO, websites, etc.).

6.4 Verification of the student's achievement

Committee (course coordinator, instructors, and curriculum administrative) assessment review of students' learning outcomes and grades.

6.5 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 instructors will be considered to improve future semester learning and teaching activities.