

Parichart Tewapitak, Acting Police Captain 2014: The Development of an Evaluation System in Nursing Practicum Course Based on the Theory-Based Evaluation Approach. Doctor of Education (Education of Research and Evaluation), Major Field: Education of Research and Evaluation, Department of Education. Thesis Advisor: Assistant Professor Suntara Tobua, Ed.D. 301 pages.

The main objective was to develop a system to evaluate nursing practicum course based on program theory. The theories consisted of Constructivism theory, Humanist theory and Experiential learning. The sample were taken by purposive sampling. The target group were 63 nursing students who register in Maternal and child practicum course and 8 instructors from school of nursing, Rangsit University. Data was collected by various methods: tests, observation, questionnaire, interview, focus group. Descriptive statistics, path analysis and content analysis were conducted to analyze the data. The research results could be concluded that:

1. The program theory of nursing practicum course consisted of 4 key components as follows: 1) Input factors consisted of: readiness of nursing students, characteristics of nursing instructors, and readiness of clinical setting. 2) Process factors consisted of: provided clinical experience, a self-directed learning process, regular formative evaluation and a supportive atmosphere. 3) Output factors consisted of: students' clinical practice abilities and self-directed characteristics. 4) The causal mechanism of clinical practice abilities were provided feedback data for students' self improvement.

2. The evaluation system in nursing practicum course consisted of 7 key components as follows: 1) Evaluation objective. 2) Program theory. 3) Principles of system. 4) Input factors consisted of: evaluation instruments, evaluation system manual and absolute criteria. 5) Evaluation process consisted of: the evaluation of readiness of essential elements, formative evaluation and summative evaluation. 6) Outputs consisted of: recording results of students' clinical practice and self directed characteristics. 7) Feedback for individual and group.

3. The effectiveness of this implementation in the evaluation system was found that: 1) Propriety standards: the pertinent findings could be a disclosure to the specific participant. 2) Utility standards: students have good relative growth of the clinical practice. 3) Feasibility standards: the system was practicable in nursing practicum course. Instructors and students accepted the evaluation process. 4) Accuracy standards: there was congruence of evaluation results between 2 evaluators. There were also positive relationships between the student's clinical practice scores and Nursing licensing exam results.

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Thesis Advisor's signature