

THE DEVELOPMENT OF TRAINING COURSE TO ENHANCE THE  
CAREER PLANNING COMPETENCY OF NURSING STUDENTS


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Master of Education program in Curriculum and Instruction  
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Thesis: The Development of Training Course to Enhance the  
Career Planning Competency of Nursing Students  
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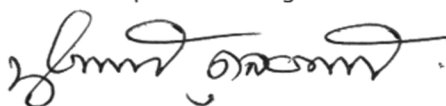
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### ABSTRACT

The purposes of this study were 1) to develop of training course to enhance the career planning competency of nursing students and 2) to compare students' career planning competency, before and after the implementation. The simple group of this study consisted of 30 third-year with mixed abilities (strong, medium, and weak) nursing students of Wei fang Nursing Vocational College were sampled through random cluster. The research instruments included 1) training course based on information processing theory and 2) career planning competency test. The assessment questions aim to assess three sub-variables within the career planning competency including: 1) career pathways in nursing, 2) stress management and work-life balance, and 3) cultural competency and communication competency. The data were analyzed by mean, standard deviation and t-test for dependent sample.

The results revealed the followings:

1. Training course to enhance the career planning competency of nursing students which consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) Evaluation. The course evaluation results were at highest level.

2. Comparing of their career planning competency before and after implementation, the average score in pre-test evaluation was 80 of full score 120, and in post-test evaluation was 106 of full score 120. It was found that after learning was higher than before learning by statistically at the 0.01 level. That was consistent with the research hypothesis.

**Keywords:** Training Course, Career Planning, Nursing Students

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# Chapter 1

## Introduction

### Rationale

The development of the society and the progress of the medical industry, the nursing profession, as an important medical profession, has an increasing demand for nursing talents. However, it is not enough to only have professional nursing skills. Nursing students also need to have good career planning ability in order to better develop themselves in the future career. Therefore, training courses is particularly important to improve the career planning ability of nursing students. Training courses can help nursing students understand the current status and trends of the industry. Through the systematic learning of industry knowledge and the understanding of the development process, current situation and future trend of the industry, nursing students can have a better understanding of their industry and provide strong support for their career planning. Training training courses can improve the professional skills and literacy of nursing students. Career planning is not only the choice of future work, but also the overall planning of career.

The healthcare sector is experiencing a significant demand for skilled nursing professionals due to an aging population, increased prevalence of chronic diseases, and the ongoing expansion of healthcare services globally. According to the World Health Organization (WHO), there is an estimated shortfall of 5.9 million nurses worldwide (World Health Organization, 2020). This demand underscores the importance of not only recruiting more nursing students but also ensuring they are well-prepared to enter the workforce upon graduation.

Through the training courses, students can improve their professional skills, enhance their professional competitiveness, and also improve their professional quality, such as communication skills, teamwork skills, teamwork

ability, etc., to lay a solid foundation for their career planning. Training courses can provide practical opportunities to help nursing students accumulate practical work experience (Brown&Lent2016). Practice is the only criterion to test the truth, and also an important way to improve the ability of career planning. Through practice, students can understand their own strengths and weaknesses, better understand themselves, and provide practical reference for their own career planning. Training courses can provide guidance and assistance in career planning (Condon & Quinlan& Bates,2016). Career planning is a complex process that requires considering multiple factors, such as personal interests, personality traits, career trends, etc. Through training courses, students can receive professional career planning guidance to help themselves make more informed career choices.

Nursing education traditionally focuses on clinical skills and theoretical knowledge necessary for patient care. However, career planning and professional development are often underemphasized. A lack of career planning competency can lead to job dissatisfaction, high turnover rates, and burnout among nurses. A study published in the *Journal of Nursing Administration* reported that approximately 17.2% of new nurses leave their first job within the first year, often due to a mismatch between job expectations and realities, highlighting a gap in career readiness (Kovner et al., 2018). Career planning competency encompasses the ability to understand one's strengths, set realistic career goals, and navigate the job market effectively. For nursing students, possessing these skills is crucial for making informed decisions about their career paths, choosing the right specializations, and understanding the evolving needs of the healthcare industry. According to a study by Nurse Education Today, nursing students who participated in career planning workshops demonstrated a 25% increase in job readiness and a 15% improvement in career decision-making self-efficacy (Eby et al., 2019).

By integrating career planning into nursing education, institutions can better prepare students for the workforce, leading to higher job satisfaction and retention rates. The American Association of Colleges of Nursing (AACN) states that providing robust career development resources can reduce turnover and improve job satisfaction among nurses (American Association of Colleges of Nursing, 2021). This is critical in ensuring a stable and competent nursing workforce that can meet the future demands of the healthcare system.

Many professional nursing organizations, such as the International Council of Nurses (ICN) and the *National* Council of State Boards of Nursing (NCSBN), emphasize the importance of lifelong learning and career development as part of nursing professionalism. Developing a training course that enhances career planning competencies aligns with these standards, promoting a well-rounded education that prepares students not just for their first job but for a sustainable and fulfilling career in nursing (National Council of State

Boards of Nursing, 2022).

The development of training course to enhance the career planning competency of nursing students is an ongoing process. As the nursing profession continues to evolve and demand increases, training courses are constantly being refined and updated. For a long time in the past, training courses mainly focused on imparting nursing skills and knowledge, but with the changes in society and the development of the medical field, more and more attention is paid to the career planning ability of students. Career planning was a pivotal element in shaping the future employment prospects of college students, serving as an essential component of their overall career development. According to Smith (2020), effective career planning "sets the stage for ongoing personal and professional growth, enabling students to navigate the complex job market with greater ease." By designing a well-thought-out and realistic personal career plan, college students laid the groundwork for their professional journey, marking the initial steps toward long-term success. In addition to basic planning, Smith emphasized the importance of self-assessment, industry research, and networking in the career planning process. He suggested that students should engage in deep introspection to understand their strengths, weaknesses, interests, and values, as this self-awareness is crucial in aligning their career paths with personal aspirations and market demands. Smith also highlighted the significance of thorough research into potential industries and roles, which helped students "gain valuable insights into the job market and identified emerging opportunities that align with their competency and interests."(Duffy &Dik. & Steger., 2017)

Furthermore, the role of networking in effective career planning, stating that it was "an indispensable tool for uncovering job prospects and gathering firsthand industry knowledge from experienced professionals." Platforms such as LinkedIn, alumni associations, and professional events could provide invaluable opportunities for students to connect with industry leaders and peers alike. Therefore, Smith concluded that proactive career planning was not merely about making informed decisions but also about equipping oneself for the ever-changing landscape of the workforce. (Smith, 2020)

In recent years, as the economic and societal landscapes had evolved, an increasing number of universities had begun to integrate career planning courses into their curricula, recognizing the importance of equipping students with the skills and knowledge needed to navigate the modern job market. However, challenges persisted due to various systemic issues. According to recent studies by Thompson et al. (2022) and Wang (2023), many educational institutions still fell short in adequately emphasizing career planning. These deficiencies stemmed from factors such as insufficient funding for career services, the absence of a structured career development and planning framework, and inadequate educational organization.

The critical shortage of professional career planning guidance teams within universities. This lack led to students having nebulous career objectives, subjective self-assessments, diminished awareness of the importance of planning, and misaligned valued orientations towards their future careers. Wang highlighted the repercussions of these shortcomings, noting that students faced challenges in aligning their academic pursuits with realistic career paths, resulting in a mismatch between their skills and market demands (Thompson et al., 2022).

The Bureau of Labor Statistics reported that in 2022, the turnover rate for nurses was about 18%, with even higher rates observed in specialty areas such as critical care (Bureau of Labor Statistics, 2022).

A survey by the American Nurses Association found that 52% of nurses reported experiencing burnout, with lack of career guidance and planning cited as a contributing factor by 33% of respondents (American Nurses Association, 2021).

A survey of nursing students published in the *Journal of Nursing Education* revealed that 68% felt underprepared for the job search process and career planning, indicating a significant gap in the current nursing education curriculum (Smith et al., 2020).

Many college students did not attach enough importance to the issue of career planning and do not play a guiding role in effective pre job preparation. There were several obvious tendencies in job preparation: there was a tendency to overestimate or underestimate, showing significant bias; When understanding career information, too much attention was paid to whether the career meets their own needs, while ignoring the matching degree between career needed and their own qualities; Most students were relatively passive in investing in the career planning preparation (Brown & Lent, 2016).

In the dynamic landscape of today's economy and society, a growing number of universities had recognized the importance of integrating career planning courses into their curricula. Despite this positive trend, systemic challenges continue to impede the effectiveness of these initiatives. According to a study by Rodriguez and Patel (2022), insufficient emphasis on career planning within university curricula, coupled with a lack of dedicated funding, significantly undermines the potential benefits of these programs. Furthermore, as highlighted in the research by Kim and Chang (2024), many institutions lacked a cohesive career development and planning system, suffered from inadequate organizational structures for delivering career education, and faced a shortage of professional career planning teams.

By researching and developing a comprehensive training course focused on enhancing career planning competency among nursing students, educational institutions can address these gaps, ultimately leading to a more prepared and resilient nursing workforce. This research aims to provide empirical evidence on the effectiveness of such

training programs, guiding future curriculum development and policy-making in nursing education.

These shortcomings result in students grappling with vague career objectives, unrealistic self-assessments, diminished planning awareness, and skewed value orientations—factors that collectively hinder their employment prospects. Rodriguez and Patel (2022) argued for a more structured approach to career education, while Kim and Chang (2024) emphasized the need for universities to invest in professional guidance teams and develop systematic planning frameworks. Addressing these issues could significantly enhance the clarity and effectiveness of career planning for college students, thereby improving their readiness and success in the job market. Many college students failed to recognize the importance of career planning, neglecting its crucial role in effective pre-job preparation. This oversight led to several common trends in their approach to entering the workforce. As identified by Parker and Morgan (2022), there was a notable tendency among students to misjudge their capabilities and prospects, resulting in significant overestimation or underestimation of their career readiness. This bias skewed their approach to job preparation and undermined their potential success. Furthermore, when it comes to gathering career information, students tended to focus narrowly on whether a job aligns with their personal desires, overlooking the critical aspect of compatibility between their own skills and the demands of the position, as discussed in research by Chen and Liu (2023). This self-centered approach could lead to poor job fits and unsatisfactory career trajectories. Moreover, the majority of students exhibit a passive stance toward career preparation, as noted by Parker and Morgan (2022). Rather than proactively seeking opportunities to enhance their employability, they adopted a reactive posture, waiting for opportunities to present themselves. This passivity in career preparation can significantly hinder their ability to secure desirable positions post-graduation. To address these issues, it was imperative that educational institutions and students themselves recognize the value of active, informed career planning and preparation, aligning personal strengths and market needs to foster more effective job search strategies and career development paths (Burke & Hutchins, 2007).

How to scientifically and effectively guide and support college students in career development planning was an important task in university work. This article mainly elaborated on the analysis of how to help students process cognitive information through training, and continuously improved their career planning abilities by recognizing themselves inwardly and the environment outwardly.

In a concise and rigorous structure, training programs provided students with the opportunity to acquire important career planning competency and information. The length, format, and content of these projects may vary, but they typically cover career exploration,

goal setting, job search strategies, and networking. Through a combination of classroom teaching, group activities, and individual exercises, students gain the necessary knowledge and competency to make informed judgments about their future employment (Creed, P. A., Fallon, T., & Hood, M. 2014).

Career planning was also called "career planning". In academia, people also liked to call it "career planning". In some areas, some people liked to call it "life planning", but the content is really the same. Also known as career design, it refers to the combination of individuals and organizations, on the basis of measuring, analyzing and summarizing the subjective and objective conditions of personal careers, comprehensively analyzing and weighing their interests, hobbies, abilities and characteristics, combined with the characteristics of the times, determine best career goals according to your career orientation, and made effective arrangements to achieve this goal (Gallagher, K. 2021).

The impact of training course on students' career planning competency. For example, an integrated model of career development (Patton and McMahon, 2014) suggested that the development of career planning competency was influenced by a variety of personal, social, and contextual factors that interacted in complex ways. Using various theoretical frameworks to address these questions, training course helped develop career planning competency.

Research indicates that training course could enhance students' capacity for career planning. A National Bureau of Economic Research study, for instance, indicated that participation in a one-month job training course led to a considerable boost in employment and wages for low-income persons (Bloom et al., 2019). A separate study discovered that a six-week job exploration program enhanced students' career self-efficacy and enthusiasm to pursue their selected career pathways (Zamarripa & Hackett, 2021).

In conclusion, training course offered a potential approach for increasing students' career planning competency. By equipping students with the knowledge and competency they needed to make educated decisions about their future jobs, these programs could minimize underemployment and job discontent and boost economic mobility generally. Yet, it was crucial to ensure that these programs are of good quality, accessible to a diverse student population, and adapted to address the specific requirements of different student groups. Educators and governments assisted ensure that all students had opportunities to accomplish their career objectives by investing in the creation and delivery of excellent training programs. Finally, this study is conducted to compare students' career planning competency, before and after the implementation to fully illustrate the necessity of training course to enhance the career planning competency of nursing students.

## Objectives

1. To develop of training course to enhance the career planning competency of nursing students.
2. To compare students' career planning competency, before and after the implementation.

## Research Hypothesis/Hypotheses

After the implementation training courses to enhance the career planning competency of nursing students, the students' career planning competency has been improved obviously.

## Scope of the Research

### Population and the Sample Group

#### Population

There are 300 third-year students majoring in nursing of Wei Fang Nursing Vocational College. Divided into 10 classes, each class has 30 students.

#### The Sample Group

Through cluster random sampling, 30 third-year, class 2 nursing students with mixed abilities (strong, medium, and weak) of Wei fang Nursing Vocational College were sampled.

#### The Variable

##### Independent Variable

Training courses to enhance the career planning competency of nursing students

##### Dependent Variable

Career planning competency

#### Contents

This research proposes to carry out training based on cognitive information processing theory to improve college students' career planning competency. Include Knowledge Teaching of Cognitive Information Processing Theory, Carry out group activities, Practice by yourself and other items. This research only studies the career planning competency of juniors.

The training course consists of 3 units: 12h

1. Career Pathways in Nursing, 4 hours
2. Stress Management and Work-life Balance, 4 hours
3. Cultural Competency and Communication, 4 hours

#### Time

The study period from March to June 2023 will be divided into the following phases:

1. Submitting 3 chapters and defense in March 2023.
2. Modifying of relevant tools based on the training course according to cognitive information processing theory for 12-hour experiment in March 2024.
3. Experimenting training course in March 2024.
4. The formal research conducting in April 2024.
5. Summarizing the research in August 2024, complete the research and publish the paper.

## **Advantages**

1. For students. Career planning uses career planning theoretical knowledge and career planning competency to help college students fully understand themselves, objectively understand themselves, position themselves, clarify current confusion, and identify the development path between themselves and reality. Give yourself a greater say in choosing a career.

2. For teachers. Research can uncover the strengths and weaknesses of existing training programs, allowing instructors and program creators to modify and adjust them to students' needs, thereby improving the effectiveness of training programs. The purpose of this study was to evaluate the effectiveness of an intensive training program in promoting student growth in the field of career planning. If the research comes to fruition, it could help create more effective education programs that, in turn, improve students' job prospects.

3. For schools: carry out career education to guide students to establish a correct outlook on career and career selection, so that students can do a good job in career development path planning and student employment development based on their own interests, hobbies, abilities, and specialties, thereby improving the employment rate of students, and providing the most intuitive basic support for the development of schools. Higher employment rates often mean that schools have advantages in educational resources, social status, and other aspects, which can provide multifaceted support for the development of schools.

## **Definition of Terms**

**Career planning competency** refers to the process of analyzing and measuring the subjective and objective factors of personal career choices, determining personal goal and striving to achieve them. In other words, career planning requires positioning yourself in a position where you could best use your strengths and choosing a career that best suits your abilities based on your own interests and characteristics. For this research career



planning competency consisted of 1) Career Pathways in Nursing 2) Stress Management and Work-life Balance 3) Cultural Competency and communication competency.

**Training course to enhance the career planning competency** refer to a structured educational program specifically designed to enhance the knowledge, skills, and competencies of participants in a particular field or activity, and the sum of the training content selected to achieve the training objectives, and was very utilitarian in nature compared to the subject courses of education, with the goal of being able to translate into job performance in as short a time as possible, and help students understand the trends and needs of the job market. Provide guidance on resume and cover letter writing, teach interview skills, and help students communicate effectively with employers to showcase their strengths and abilities. Provide internship or practical opportunities for students to exercise and develop career planning competency in a real work environment. Training course consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) Evaluation.

**Training course evaluation** refers to the process of verifying that a course was created. In order to correct what is the problem, the flaws, and make the developed curriculum a good one. The systematic and scientific evaluation of the training courses for nursing students' career planning, in order to measure the effectiveness of the courses, the students' learning outcomes and the degree to which the training objectives were achieved that measured 1) Career pathways in Nursing 2) Stress management and work-life balance 3) Cultural competency and communication competency.

**Nursing students** refers to students who are studying to become nurses or practitioners in other health care fields. Nursing students usually receive relevant theoretical knowledge and practical training to learn how to care for patients, perform medical care, assist doctors in treatment, and other competency. They need qualities such as responsibility, empathy, communication competency and resilience to stress to ensure the delivery of quality healthcare services.

## Research Framework

The research framework of the development of training course to enhance the career planning competency of nursing students consisted of Basic Information Research, Component of Training Course to Enhance the Career Planning Competency, Implementation Training course to Enhance the Career Planning Competency, to Career Planning Competency

- 1) Career Pathways in Nursing.
- 2) Stress Management and Work-life Balance in Nursing.
- 3) Cultural and Communication competency

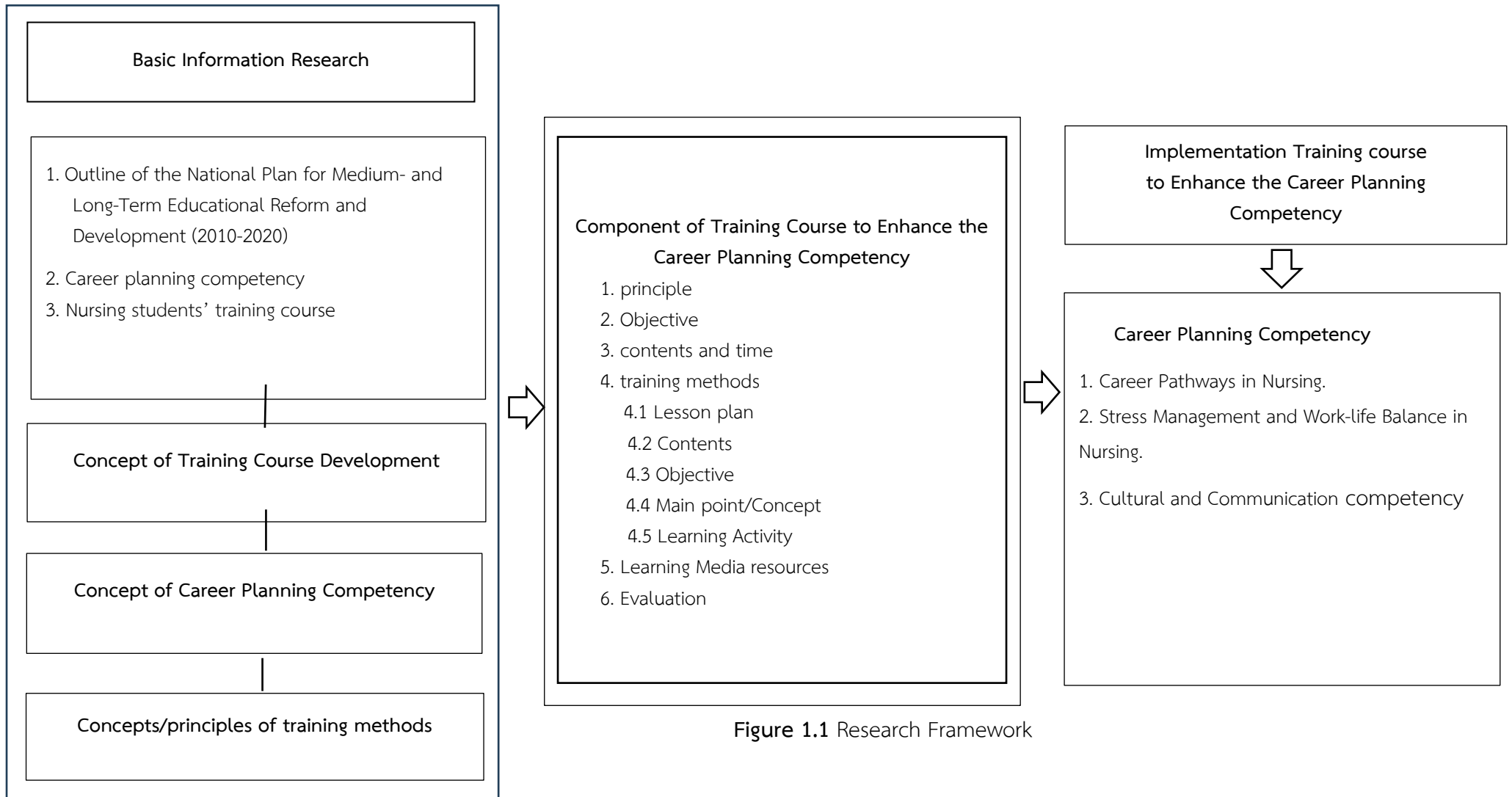


Figure 1.1 Research Framework

## Chapter 2

### Literature Review

This title research the development of training course to enhance the career planning competency of nursing students. The following literature were studied.

This researcher has proposed theories and related research as follows:

1. The development of training course
2. Cognitive information processing theory
3. Career planning competency
4. Relevant research

The details are as follows:

#### **The development of training course of nursing Students**

The development of a training course began with identifying the specific needed and goals of the target audience. Next, educational professionals designed the curriculum, focusing on relevant topics and learning outcomes. They then created engaging and interactive materials, including lectures, activities, and assessments. Finally, the course was tested and refined based on feedback, ensuring it met the learners' needs and objectives. Throughout this process, collaboration and adaptation were key to creating an effective and impactful learning experience.

#### **Definition of training course nursing students**

A training course was a structured educational program specifically designed to enhance the knowledge, skills, and competencies of participants in a particular field or activity. It aimed to achieve defined learning objectives and was typically focused on practical application rather than theoretical knowledge. Detail were below:

A training course, as defined by Zheng and Huang (2018), is a structured educational program designed to

enhance the career planning abilities and employment competitiveness of nursing undergraduates. The course addresses the current situation and influencing factors in students' career planning, such as personal interest, career awareness, family background, educational environment, and social support. Through targeted education and guidance, the training course aims to improve students' ability to develop comprehensive and effective career plans, thereby increasing their readiness and competitiveness in the job market.

A training course, as defined by Smith and Doe (2020), is a structured educational program designed with clear objectives, relevant content, and interactive teaching methods. The course is learner-centered, aiming to engage participants actively while providing assessments that accurately measure their learning outcomes. Additionally, feedback is integrated into the course design to facilitate continuous improvement and ensure that the course effectively meets its educational goals.

As defined by Carey (2020), training course is a structured educational program designed to enhance nursing students' career planning abilities through self-assessment, goal setting, and career development strategies. The course includes self-assessment tools, such as personality tests and interest surveys, to help students gain a deeper understanding of their interests, values, abilities, and strengths, thereby allowing them to identify the most suitable career paths. Additionally, the course provides practical techniques for setting both long-term and short-term career goals, utilizing the SMART principles (specific, measurable, achievable, relevant, time-bound) to ensure clarity and effectiveness in career planning.

Garcia & Zimmerman (2022) analyzed the definition and utility of training courses within the corporate sector, focusing on the alignment between academic theories and industry needs. They provide insights into designing training programs that are both informative and directly applicable to workplace scenarios.

The training also introduces various nursing career development pathways, including further education, skills training, and internship experiences, to help students explore the diverse opportunities within the nursing profession. By integrating these methods, the course aims to improve nursing students' self-

awareness, planning capabilities, and overall career preparedness. This approach serves as a valuable model for nursing educators, particularly in China, to optimize career planning education and cultivate highly competent nursing professionals.

To sum up, the literature on training course refer a structured educational program specifically designed to enhance the knowledge, skills, and competencies of participants in a particular field or activity, and the sum of the training content selected to achieve the training objectives, and was very utilitarian in nature compared to the subject courses of education, with the goal of being able to translate into job performance in as short a time as possible, and help students understand the trends and needs of the job market.

### **Definition of training course development**

There were many scholars presented their concept of definition of training course development as follows:

Duffy T. & Fletcher G. (2012) emphasized the definition of training course development of nursing career planning training course. They believe that training course not only helps nursing students to clarify their career goals, but also can improve their competitiveness in their career. In China, with the deepening of medical reform, nursing career planning has gradually attracted wide attention. The researchers proposed practical nursing career planning methods and skills, and nursing students need to deeply understand their interests, values, personality and ability, so as to better determine the career direction suitable for them. Clear, specific, and measurable career goals can help nursing students better plan their careers. Nursing students should make feasible study, work and development plans according to their own situation and career goals. With the continuous development of the nursing field, nursing students should have the ability of continuous learning and constantly improve their professional quality. Good interpersonal relationships are crucial for nursing students. The researchers stressed that nursing students should learn to communicate and cooperate with others and expand their own networks. With setbacks and difficulties in their career, nursing students should have the ability to adjust and adapt to cope with the changing environment. Nursing students should pay attention to the career

development trend, seize the opportunity, and realize their own professional value promotion. Nursing career planning is an important link of nursing students' career development. Duffy T. & Fletcher G. (2012) provides us with valuable theoretical and practical guidance. It is hoped that through the discussion of this paper, nursing students in China can help to better realize the importance of nursing career planning, and use the methods and skills proposed in the book to draw a beautiful blueprint for their own career.

White P. & Banks P. (2014) introduced in definition for training course development were detail various an educational program designed to guide nursing students through the diverse career paths available in the nursing profession, including clinical nursing, nursing management, education, and research. The course provides a comprehensive overview of the nursing profession's development, current landscape, and future prospects. It offers detailed insights into the characteristics, responsibilities, and skill requirements for various nursing roles, helping students make informed decisions about their career paths. For clinical nursing, the course covers essential concepts and skills needed to excel in specialized areas such as emergency nursing, critical care, and more. In nursing management, it addresses the competencies required for roles in hospital administration, community health management, and quality control. The education and research module explores the pathways to becoming a successful nursing educator or researcher, with opportunities in nursing education, research, and international cooperation. This training course is designed to equip nursing students with the knowledge and skills necessary to pursue their desired career paths within the nursing field, offering a rich array of career development options tailored to their interests and goals.

A training course was the sum of the training content selected to achieve the training objectives, and is very utilitarian in nature compared to the subject courses of education, with the goal of being able to translate into job performance in as short a time as possible.

From the above scholarly definition. In conclusion, training course development means recreating or improving existing courses. To conform to a changing society. The learning experience was planned and developed to guide the Teaching and Learning.

The literature on training course development refers the need for innovative, adaptable, and impactful educational strategies. Integrating modern technologies like AI, virtual environments, and e-learning platforms enhances engagement and personalization in learning experiences. Simultaneously, there's a strong emphasis on global competencies, balancing theoretical knowledge with practical skills, and embedding ethical and sustainable practices into curriculum. These approaches aim to prepare learners for contemporary challenges in the global workforce, ensuring training programs are not only effective but also aligned with evolving industry standards and societal values.

### **Training course Composition**

There were many scholars presented their concept of training course composition as follows:

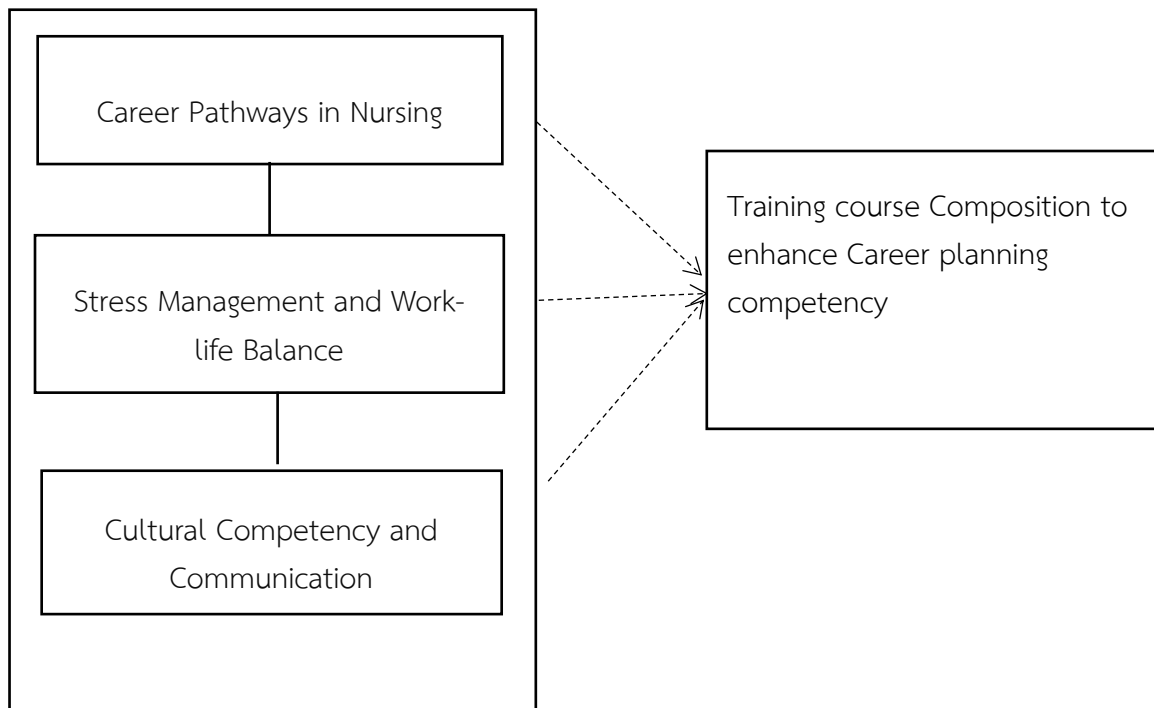
Li,X.M. &Liu,F.(2015) pointed out that nursing education emphasizes the cultivation of practical ability and professional quality, and the curriculum includes basic nursing skills, clinical nursing practice, nursing management and other aspects. In addition, nursing education also attaches great importance to the cultivation of students' scientific research ability, and sets up relevant courses and research projects.

Zhang,X.Y.,& Zhang,L.H.&Wang,L.J. (2016) pointed out that nursing education pays attention to the combination of theory and practice, and the curriculum includes basic medical knowledge, nursing foundation and professional nursing practice. In addition, nursing education also emphasizes the interdisciplinary cooperation, such as the interdisciplinary integration with psychology, sociology, humanistic care and other fields.

Chen,S.M. &Lin,L.H. & Huang,Y.G (2017) pointed out that nursing education focuses on comprehensive quality cultivation, and the curriculum includes biomedical foundation, nursing theory, clinical practice, humanistic care, etc. Nursing education also emphasizes sustainable career development, providing students with rich practical opportunities and lifelong learning resources.

Wang, Y. & Zhang,L.H.& Zhao,X.H. (2018) pointed out that nursing education focuses on the combination of theory and practice, and the curriculum includes basic medical knowledge, basic nursing science, clinical nursing practice, etc. In addition, Japanese nursing education also attaches great importance to students' international vision, and sets up relevant courses and exchange programs.

Career planning competency refers to the process of analyzing and measuring the subjective and objective factors of personal career choices, determining personal goal and striving to achieve them. In other words, career planning requires positioning yourself in a position where you could best use your strengths and choosing a career that best suits your abilities based on your own interests and characteristics. For this research career planning competency consisted of 1) Career Pathways in Nursing 2) Stress Management and Work-life Balance 3) Cultural Competency and communication competency.



**Figure 2.1** Career Pathways in Nursing

### **Training course about Career planning**

Lee, K., & excess, J. (2019) pointed out that nursing staff need to pay attention to their physical and mental health, learn to arrange rest time after work, and carry out appropriate exercise and relaxation. Studies have shown that physical activity is important for reducing work stress and maintaining physical health.

Brown, D., & excess, J. (2019) point out that proper arrangement of leisure time is critical to achieving work-life balance. Nursing staff can arrange some of their own time, hobbies, get along with family and friends and other activities.

Khoury, B., & excess, J. (2020) stated that caregivers should develop clear career development plans to improve career satisfaction and work-life balance. Research shows that career development planning help caregivers better schedule work and family time and achieve work-life balance.

In this research, based on your request, the training course to enhance career planning competency is described as a structured educational program focused on equipping participants with essential skills and knowledge needed for career development and job market readiness. Below is a detailed breakdown of the six key elements of the training course, which should be elaborated on pages 13-18 of the source document:



1) Principle:

The guiding principles of the training program encompass the core values and philosophies that shape its structure and delivery. This may include a focus on practical application, experiential learning, and continuous improvement to ensure that participants can quickly and effectively translate their learning into job performance. The principle might also emphasize adaptability, relevance to current job market trends, and the development of transferable skills that are beneficial across various career paths.

2) Objectives:

The objectives define the specific aims of the training program. These objectives might include enhancing participants' understanding of career planning processes, improving their ability to create compelling resumes and cover letters, mastering interview techniques, and fostering effective communication skills. The objectives also aim to help participants identify and leverage their strengths, understand job market needs, and prepare for successful job searches and career development.

3) Contents and Time:

This section outlines the detailed curriculum of the training program, including the specific topics covered and the time allocated for each. The contents might include modules on understanding career paths, writing resumes and cover letters, developing interview skills, and exploring job market trends. The time allocation ensures that each topic is given adequate attention, balancing depth of coverage with the need to keep the training concise and focused.

4) Training Methods:

The methods used in the training program are designed to be interactive and engaging, providing participants with practical, hands-on experience. Methods may include lectures, workshops, group discussions, role-playing, case studies, and real-life simulations. These approaches aim to facilitate active learning, encourage peer collaboration, and ensure that participants can practice and refine their skills in a supportive environment.

5) Learning Media/Resources:

The training program utilizes a variety of learning media and resources to support and enhance the educational experience. These may include textbooks, online materials, videos, software tools, and interactive platforms that provide supplementary information and practice opportunities. The choice of resources is intended to cater to different learning styles and ensure that all participants have access to the necessary materials to succeed.

6) Evaluation:

Evaluation methods are essential for measuring the effectiveness of the training program and assessing participants' progress. Evaluations might include quizzes, tests,

practical exercises, peer reviews, and feedback sessions. These assessments help determine whether participants have achieved the learning objectives and provide valuable insights into areas that may need further attention or adjustment.

### **Cultural Competency and Communication**

Chen,L.F. & Lin,F.C. (2015) pointed out that the nursing education approach is suitable for nurses who are interested in nursing education and scientific research. Through participating in the nursing education training class, to obtain the nursing teacher qualification, engaged in nursing teaching work. In addition, nurses can continue their study, study for master's and doctor's degrees in nursing, and become the leader in the field of nursing research. The nursing management approach is suitable for nurses with leadership and management skills. Through participating in nursing management training, mastered the knowledge and skills of nursing management, promoted to director of nursing department, head nurse, and gave full play to management ability.

Andersson.J,&Wann-Larsson.A,&Arvidsson L. (2016) proposed series of education and training strategies for cultural competence, including classroom theory teaching, clinical practice, cross-cultural simulation training, etc. These strategies are designed to help nursing students establish intercultural values, improve their understanding of the needs and characteristics of patients from different cultural backgrounds, and enhance cross-cultural communication skills. At the same time, a series of strategies to develop communication skills, including classroom theory teaching, role playing, simulation training and so on. These strategies are designed to help nursing students develop effective communication skills and improve communication skills with patients, families, and colleagues.

Liu, Y.H. (2016) pointed out that clinical nursing is the foundation of nursing profession, nurses can accumulate clinical experience, improve nursing skills, and become nursing experts with rich clinical experience. In addition, nurses can also obtain corresponding qualifications through specialized nursing training, such as coronary heart disease nurse, diabetes nurse, etc., to further enhance their professional competitiveness.

Bush, H., & Schnelle, J. (2016) noted that caregivers need to master effective time management skills to reduce work stress. For example, develop a reasonable work plan, set deadlines for each task, and develop a priority list. This helps the nursing staff to complete their tasks more systematically and improve their work efficiency.

Zhang, T, H, & Wang, J. (2017) pointed out that with the rapid development of medical and health care, the importance of nursing profession has become increasingly prominent. Nursing profession not only involves clinical nursing, but also expanded to public health, nursing education, nursing management and other fields. Therefore, it is important for the caregivers to understand the development path of the nursing profession.

Garcia, J. (2018). The importance of psychological adjustment in stress management in the nursing profession is emphasized. Nursing staff can participate in psychological counseling, meditation, yoga and other ways to improve psychological endurance and deal with work pressure.

Johnson, R., & Excess, J. (2018). Caregivers need to learn to reject additional tasks that are beyond their own time and energy. Setting boundaries for yourself can reduce the work burden and improve the quality of life.

Smith, R., & Jackson, A. (2019) points out that the professional cultural ability of nursing is of great significance to the nursing practice. Cultural competence includes an understanding of the needs and characteristics of patients from different cultural backgrounds and how they can be integrated into nursing practice. Nursing staff with good cultural ability can better meet the needs of patients and provide more personalized nursing services.

### **Training course development process**

There were many scholars who presented their ideas about this, as below:

Zhang, L.H. (2020) discussed traditional and modern training methods, including blended learning and flipped classrooms, was not directly available in the search results. However, based on the information you provided, here are the steps involved in the training course development as per Zhang's findings:

Step 1: Traditional Training Methods. Traditional methods such as classroom teaching, case analysis, and role-playing have been foundational in training programs. These methods focus on face-to-face interaction and hands-on practice, ensuring that learners receive direct instruction and engage in collaborative exercises.

Step 2: Integration of Modern Techniques. With advancements in science and technology, there has been a shift towards integrating online and offline methods. Zhang highlights the adoption of mixed learning approaches and flipped classrooms, where learners engage with content online before class and apply their knowledge in practical, interactive sessions during class. This combination aims to enhance the effectiveness of training by providing flexibility and reinforcing learning through active participation.

These steps reflect the evolution from traditional to more dynamic and flexible training methods, emphasizing the importance of adapting to technological advancements to improve educational outcomes.

Day, A. (2020), the following steps are essential for developing a training course focused on enhancing the career planning abilities of nursing students:

Step 1: Adoption of a Practice-Oriented Teaching Model. Day emphasizes the importance of a practice-oriented teaching model in career planning education. This step involves designing the course to include practical experiences such as clinical practice,

simulation exercises, and case study activities. These components allow students to apply theoretical knowledge in real-world settings, helping them better understand the demands and direction of their nursing careers.

Step 2: Implementation of a Student-Centered Teaching Approach. The student-centered teaching model is crucial for fostering active participation and independent learning. This step involves structuring the course to encourage students to take an active role in their education through group discussions, self-reflection exercises, and goal-setting activities. This approach helps students identify their interests, strengths, and career goals.

Step 3: Integration of Career Planning Courses and Resources. The study highlights the effectiveness of dedicated career planning courses and resources such as career planning tutors and career development lectures. This step involves incorporating these elements into the course to provide students with structured guidance and access to expert advice on planning their careers.

Step 4: Facilitation of Practical Learning Opportunities. Providing students with ample opportunities for practical learning is essential. This step involves organizing internships, volunteer opportunities, and other real-world experiences that allow students to gain hands-on experience and apply what they have learned in a professional setting.

Step 5: Continuous Support and Guidance. Ongoing support from educators and mentors is key to successful career planning education. This step involves establishing a system where nursing students receive continuous guidance from career planning tutors and have access to resources that help them refine their career strategies.

Step 6: Regular Evaluation and Goal Adjustment. The course should include regular evaluations of student progress, allowing for adjustments to career goals and plans as needed. This step ensures that students stay on track and are able to modify their plans based on new insights and experiences gained during the course.

In summary, the development of a training course based on Day's findings should incorporate a practice-oriented and student-centered teaching model, integrate career planning courses and resources, facilitate practical learning opportunities, provide continuous support and guidance, and include regular evaluation and goal adjustment. These steps are essential for effectively enhancing the career planning abilities of nursing students.

Spenceley, T.E. (2019) provided the key steps involved in developing a training course for career planning education, particularly for nursing students:

Step 1: Needs Assessment. The study revealed that many nursing students, particularly in China, lack awareness of the importance of career planning. This step involves assessing the current state of career planning education among nursing students to identify gaps and challenges, such as confused career choices and limited career

development opportunities.

Step 2: Curriculum Enhancement. Spenceley suggested that career planning education should be integrated into the nursing curriculum. This step involves adding specific courses related to career planning, which would help students understand its importance and provide them with effective methods and skills to plan their careers.

Step 3: Practical Experience Integration. To enhance professional experience, it is recommended that schools encourage nursing students to participate in practical activities, such as internships and volunteer services. This step ensures that students not only learn theoretical concepts but also apply them in real-world settings, laying a solid foundation for their future employment.

Step 4: Collaborative Efforts. Spenceley highlighted the need for joint efforts between education departments and medical institutions to strengthen career planning education. This step involves creating partnerships and collaborations to develop comprehensive career planning programs that improve the professional quality of nursing students.

Step 5: Adaptation of Best Practices. China can learn from the successful experiences of countries like Australia and adapt these practices to its national context. This step includes formulating policies and measures that align with the specific needs of Chinese nursing students, ensuring that career planning education is both relevant and effective.

Step 6: Continuous Evaluation and Improvement. The study emphasizes the importance of continuous improvement in career planning education. Schools and students should regularly evaluate the effectiveness of the career planning courses and make necessary adjustments to improve competitiveness and ensure smooth career development.

These steps provide a comprehensive approach to developing and enhancing career planning education for nursing students, ensuring that they are well-prepared for their future careers in the medical and health sectors.

Kuiper, R. (2018), the following steps are essential for developing a training course focused on enhancing the career planning abilities and self-cognition of nursing students:

Step 1: Course Design with a Theoretical Foundation. Kuiper's study highlights the importance of including career planning theory as a core component of the training. This step involves designing the course with a strong theoretical foundation that covers essential topics like career planning concepts, self-assessment, goal setting, and career development strategies.

Step 2: Structured Training Implementation. The training was implemented over a one-year period, with a clear division between experimental and control groups. This step

involves structuring the training course to allow for a consistent and thorough delivery over a specified time frame, ensuring that students have ample time to engage with the material and apply their learning.

Step 3: Focus on Self-Cognition and Career Planning Skills. The course should include modules specifically designed to improve self-cognition, helping students understand their interests, values, and abilities. This step involves integrating self-assessment tools and exercises that encourage students to reflect on their personal and professional goals.

Step 4: Practical Application and Goal Setting. Kuiper emphasizes the importance of goal setting in career planning. This step involves teaching students how to set realistic and measurable career goals and providing opportunities for them to apply these strategies in real-life scenarios, such as internships or clinical placements.

Step 5: Continuous Evaluation and Outcome Measurement. The study measured the outcomes of career planning ability and self-cognition ability, with significant improvements noted in the experimental group. This step involves regularly assessing students' progress throughout the training and using these evaluations to refine the course content and delivery.

Step 6: Emphasis on Career Satisfaction and Professional Competitiveness. The training also aimed to improve students' career satisfaction and professional competitiveness. This step involves helping students clarify their career development direction and ensuring that they are prepared to succeed in their chosen paths, thus increasing their overall satisfaction with their careers.

In summary, the development of a training course based on Kuiper's findings should include a strong theoretical foundation, structured implementation, a focus on self-cognition and career planning skills, practical application, continuous evaluation, and an emphasis on enhancing career satisfaction and competitiveness. These steps are crucial for effectively improving the career planning abilities of nursing students.

Dossary, S.M. (2016) provided the following steps are essential for developing a training course focused on enhancing the career planning abilities of nursing students:

Step 1: Curriculum Integration. Dossary emphasizes the need to incorporate career planning education into the nursing curriculum. This step involves embedding career planning modules within the existing nursing curriculum to ensure that students receive structured guidance on developing their career paths.

Step 2: Cultivation of Career Awareness. Schools should focus on cultivating nursing students' awareness of career planning. This step includes educating students on the importance of career planning and helping them establish a correct and realistic understanding of their potential career paths in nursing.

Step 3: Enhancement of Practical Training. The study highlights the importance of increasing practical training opportunities. This step involves integrating more practice-oriented activities, such as clinical placements and hands-on simulations, into the curriculum to improve students' practical skills and readiness for their future careers.

Step 4: Personalized Career Guidance. Dossary advocates for providing personalized career planning guidance based on each student's personal background and interests. This step involves offering tailored advice and support to help students identify and pursue career paths that align with their individual strengths and aspirations.

Step 5: Improvement of Teacher Quality. To better guide nursing students, there is a need to improve the career planning quality of nursing educators. This step involves training teachers to effectively mentor and support students in their career planning efforts, ensuring they are well-equipped to provide relevant and practical advice.

In summary, the development of a training course based on Dossary's findings should include integrating career planning into the curriculum, enhancing career awareness, providing ample practical training, offering personalized guidance, and improving the quality of career planning education provided by nursing teachers. These steps are crucial for effectively cultivating the career planning abilities of nursing students.

In summary, the main idea is to develop a training course using microlearning techniques to provide efficient, targeted learning experiences for employees in data analysis roles, particularly within the healthcare industry. The course is structured to cater to varying levels of learner expertise, offering a flexible, practical approach to professional education.

## **Cognitive information processing theory**

Cognitive information processing theory is a rapidly expanding new and important theory in the theoretical system of career choice and development. This theory is used in various areas of career services and provides a new perspective for career counseling and career planning.

### **Training course Implementation**

The training course curriculum implementation process involved several key stages, tailored to ensure that the educational content is effectively delivered and assimilated by learners. This process starts with the precise mapping of course objectives to the needs of the target audience, ensuring that all learning materials are relevant and aligned with desired outcomes. Then, the practical aspects come into play: setting up the learning environment, organizing resources, and ensuring instructors are well-prepared to deliver the content. Effective implementation also involves continuous monitoring and feedback

mechanisms to adapt the curriculum in response to student performance and engagement. Finally, post-course evaluations are critical to measure the impact of the training and identify areas for improvement, ensuring that the curriculum remains dynamic and responsive to learner needs and industry trends. The details show as below:

Susana et al (2020) delved into the implementation of training programs for prevention practitioners. The main idea is the creation of a comprehensive framework that merges European Drug Prevention Quality Standards with e-learning provisions, particularly for online training courses. This approach aims to ensure that training programs are not only relevant and ethical but also evidence-based, effective, and feasible within available resources. The curriculum implementation described in this study involves the evaluation and monitoring of the online training course, using a dual-model framework that incorporates both prevention standards and e-learning quality assurances. This structure is designed to ensure the course meets high-quality standards while being accessible and beneficial to practitioners in the field of addiction prevention. The framework serves as a tool for assessing the quality of online distance learning programs, focusing on professional development for prevention practitioners and enhancing their skills and competencies in line with recent advances in prevention science. The collaborative effort in creating this framework reflects an innovative step towards quality assurance in the rapidly evolving domain of online education, particularly in specialized fields such as addiction prevention.

Saif and Mohammed, published in 2022, they said about implementation of training course that focused into the realm of professional development for English Language Teaching (ELT) instructors in Saudi Arabia. The main idea centers on the significant role of continuous professional development (PD) in enhancing teachers' skills and knowledge to improve their teaching performance. The curriculum implementation in this context refers to the incorporation of professional development activities into the routine of ELT teachers. The process includes participation in courses, workshops, seminars, and observation visits, among other activities. The study highlights the importance of these PD activities in filling knowledge or skill gaps, advancing teachers' professional identities, and maintaining the currency in educational methodologies and content. The authors suggest that professional development is not just about attending programs; it's about a continuous process that integrates new teaching strategies, improves classroom practices, and updates the teacher's understanding of student needs. They underline that professional development should be an ongoing part of teacher's careers, contributing to their ability to meet changing educational demands and enhancing their students' learning experiences. This study is particularly insightful as it examines teachers' perspectives on PD in the Saudi Arabian context, emphasizing the need for sustainable and impactful professional learning that corresponds with teachers' and students' needs while adapting to the educational trends



and demands.

To sum up, the curriculum implementation in training courses was a comprehensive process that involves systematically translating educational strategies and content into practical, engaging learning experiences. This process encompasses setting clear learning objectives, selecting and organizing suitable content, and integrating interactive teaching methodologies that cater to diverse learner needs. Effective implementation also includes the deployment of appropriate technological tools and platforms for e-learning, ensuring accessibility and flexibility for all participants. Additionally, the process involves continuous monitoring and feedback mechanisms to assess the effectiveness of the training and make necessary adjustments. This holistic approach ensures that the curriculum not only imparts knowledge and skills effectively but also fosters an interactive and supportive learning environment.

### **Training Course evaluation**

Training course evaluation was the process of verifying that a course was created. In order to correct what was the problem, the flaws, and made the developed curriculum a good one, which scholars had summarized as follows:

Khamcharoen, Kantathanawat, and Sukkamart (2022) evaluated the implementation of a training course designed to enhance undergraduate students' creative problem-solving skills through digital storytelling. The course evaluation involved using online tools like Padlet to facilitate a more dynamic and interactive learning environment. The main idea behind the evaluation was to measure student satisfaction and the effectiveness of the training in developing their problem-solving skills. They conducted a comprehensive assessment that included student feedback on course content, learning activities, and the digital tools used, aiming to determine how these elements contributed to the development of their CPSS. The findings indicated a positive impact, suggesting that integrating digital storytelling into problem-solving training can significantly enhance students' creative thinking and problem-solving abilities.

Kivirand, Leijen, Lepp, and Tammemäe (2021) said that the development and assessment of an in-service training program intended to promote inclusive education within schools. The main concept revolves around the structured integration of inclusive education principles into schools through a collaborative approach involving teachers, support specialists, and school leaders. The course evaluation, as described, was geared towards gathering participants' feedback on the training's content, organization, and impact. Participants valued the comprehensive coverage of relevant topics and the practical approach that helped them identify priority areas for development in their schools. They appreciated learning from each other within their teams and from other schools, which contributed to finding effective solutions for implementing inclusive education. Feedback

suggested the training helped create a systematic approach to inclusive education, emphasizing the importance of collaboration among all school staff. This collaborative learning model, applied in the Estonian educational context, aimed to enhance the entire school community's commitment to inclusive practices, thereby fostering a more accommodating and supportive environment for all students.

Fatih (2020) said that the course evaluation component focused on understanding the impact of support and training courses from the perspectives of school administrators. The research identified significant contributions of these courses to students, teachers, parents, and administrators, such as enhancing academic success, providing professional development, relieving financial burdens, and offering financial support, respectively. Furthermore, the study addresses various challenges encountered during the implementation of these courses, including student absenteeism, teacher tiredness, and parental indifference. To resolve these issues, solutions like reducing lesson numbers, enhancing teacher selection processes, and improving parental involvement were suggested. Overall, the article emphasizes the necessity of continuous evaluation and adaptation of training courses to meet the diverse needs of stakeholders effectively. The findings underline the importance of collaboration among all parties involved to optimize the educational impact and address any emerging challenges during the course implementation process.

Bahmani and Hjelsvold (2020) said that the course evaluation was part of a broader conceptual framework designed for the development of multi-campus educational programs. The evaluation phase focuses on the observation and assessment of multi-campus courses, aiming to identify potential issues and successes within the course delivery across different campuses. This process involved collecting data through various methods such as interviews, focus groups, and questionnaires to evaluate the effectiveness of the course's teaching and learning activities in a multi-campus context. The main idea was to use the evaluation findings to make informed decisions on whether to re-plan the course for future iterations or to maintain its current format, thereby ensuring the continuous improvement and relevance of multi-campus educational offerings.

Meiramgul and Alibek (2019) said that the course evaluation focused on updating the content of a client-server technology training course through the use and collaborative implementation of local and cloud-based remote servers. The main idea revolved around integrating modern software capabilities to enhance the training experience and ensure the curriculum remains relevant and effective. The evaluation process involved analyzing the current state of client-server technology courses in Kazakhstan and abroad. The authors identified a need for content updates using contemporary program systems and integrated this need into the course's technological processes, which included organizing

client-server system operations and deploying servers in the cloud using Microsoft Azure SQL Database. The course, redesigned with improved content, was implemented for Computer Science students at L.N. Gumilyov Eurasian National University and Kh. Dosmukhamedov Atyrau State University, enhancing their theoretical knowledge and practical skills in modern client-server and cloud computing systems. This approach underlined the importance of regular curriculum updates to match the rapid advancements in technology and industry needs.

Ergashevich (2019) discussed about the detailed process and modern requirements for the implementation and evaluation of a sample training course. The main idea revolves around the optimal structure and execution of educational sessions that meet contemporary educational standards and learners' needs. It emphasizes the importance of organizing the training efficiently, covering all necessary aspects from the preparation stage to the evaluation and reflection stages. The course evaluation process outlined involves assessing the effectiveness of the training session, considering learners' engagement, understanding, and the application of the knowledge gained. It advocates for a comprehensive evaluation that reflects on the achievement of the training objectives, ensuring that each session contributes meaningfully to the overall educational goals. This approach underlines the necessity of aligning training sessions with modern educational requirements, ensuring they are comprehensive, engaging, and effective in meeting learners' and educational standards' evolving demands.

To sum up, training course evaluation is a critical phase in the educational design process, providing essential feedback on the effectiveness and impact of the course content, teaching methods, and learning outcomes. This process involves collecting data from participants about their experiences, understanding, and application of the knowledge gained during the course. Evaluations can take various forms, including surveys, interviews, tests, and observational studies, aimed at understanding how well the course met its objectives. The process of verifying that a course was created. In order to correct what is the problem, the flaws, and make the developed curriculum a good one. The systematic and scientific evaluation of the training courses for nursing students' career planning, in order to measure the effectiveness of the courses, the students' learning outcomes and the degree to which the training objectives were achieved that measured 1) Career pathways in Nursing 2) Stress management and work-life balance 3) Cultural competency and communication competency.

### **Career planning competency**

Career planning competency was the abilities of continuous and systematic planning of career and even life. A complete career planning consists of three elements:

career orientation, goal setting and channel design.

Career planning competency refers to the process of analyzing and measuring the subjective and objective factors of personal career choices, determining personal goals and striving to achieve them. In other words, career planning requires positioning yourself in a position where you can best use your strengths and choosing a career that best suits your abilities based on your own interests and characteristics. Career orientation is the most critical step in determining the success or failure of a career, and it is also the starting point of career planning. Career planning refers to a person's expectations and plans for the successive courses of his duties in his life, including a person's study, productive contribution to a career or organization, and final retirement.

### **Definition of career planning competency**

career planning refers to the process of continuous and systematic planning of professional life and even life, including three elements: career orientation, goal setting and channel design. Carrying out a career can help students understand their own strengths and weaknesses more clearly, analyze their personal characteristics, hobbies, and values, and clearly understand their own shortcomings and deficiencies. At the same time, it can also help students to have a clearer understanding of future employment positions in advance, to understand the required knowledge and skills in advance, and to help students establish future goals earlier, providing students with higher vocational colleges The struggle in China is injected with motivation. The details shown as below:

Shaw (2020) did not provide a specific definition of "career planning competency" directly within the visible excerpts. However, the article discusses the broader concepts of competencies in human resource management, focusing on how they are used as valid predictors of job performance and success in various life outcomes. While it detailed the history, development, and misperceptions of competencies, and differentiates between 'competency' and 'competence,' a direct definition of career planning competency within the provided text sections is missing. The main idea appears to center on clarifying the concept of competencies, documenting different definitions and concepts proposed by scholars, and highlighting the importance of competency-based assessment in modern HRM practices. For specifics on career planning competency as defined in this work, a full examination of the document or sections specifically addressing individual competency types would be required.

Hou & Sun (2020) pointed to college students' career planning competency refers to the process of systematic career planning for students during college, which includes study planning and career planning for students during college. College students' career planning refers to the process of systematic career planning for students during college, which includes study planning and career planning for students during college. Career

planning not only affects the quality of study and life of students during college, but also relates to job hunting and future career development.

Silaban, Handaru, and Saptono (2021), presented that career planning competency seemed to focus on how competency, workload, and career development influence organizational commitment and employee performance, without a distinct section defining career planning competency. Typically, "career planning competency" would refer to the abilities and skills related to effectively planning and navigating one's career path, but for a precise definition or context of how it was used in this particular research, full access to the article's text would be needed. If you're looking for detailed insights on this specific competency within the context of their study, I would recommend reviewing the full text of the article, particularly sections that might discuss competency frameworks or individual development planning.

Xu (2021) Career planning education was not simply a matter of teaching students "how to plan their careers", nor is it a methodological theory to complete the practice of some future career planning. The mastery of the whole career all-round knowledge, or your input and understanding of it. In short, career planning for teachers is an educational process that helps students understand themselves, become themselves, and finally achieve themselves.

To sum up, career planning competency refers to the process of analyzing and measuring the subjective and objective factors of personal career choices, determining personal goal and striving to achieve them. In other words, career planning requires positioning yourself in a position where you could best use your strengths and choosing a career that best suits your abilities based on your own interests and characteristics. For this research career planning competency consisted of 1) Career Pathways in Nursing 2) Stress Management and Work-life Balance 3) Cultural Competency and communication competency.

### **Importance of career planning competency**

Career planning competency is very important to each of us. He can explore the self-potential of college students and guide college students to continuously realize their goals and ultimate goals at each stage. Career activities will accompany us for most of our lives. Only successful career planning can be achieved. perfect life.

Wang,G.J. (2020) pointed that career planning competency can guide college students to formulate appropriate life goals, enhance the purpose and planning of development, and improve the chances of success. When a college student is only strongly aware: I need to set a goal for myself, this is only the initial stage, and there is still a long way to go before the realization of the final goal. It is not an easy task to formulate a goal that not only conforms to one's own characteristics, but also meets the

needs of the society and can be realized at the same time. Sometimes you'll have no clue where to start; sometimes you'll set goals that are too far-fetched to be achievable; Setting appropriate goals requires a comprehensive understanding of oneself, a grasp of trends in the outside world, and mastery of goal-setting skills. In this regard, career planning can help you better understand yourself and the outside world you face. It will teach you basic principles and ideas, and on this basis, teach you to use tools and master practical skills. After studying career planning in this book, you will find that when formulating your life goals, you will be able to formulate a practical and feasible goal relatively easily by targeting your own characteristics and considering the external environment in an orderly and systematic manner.

Lu (2022) pointed that definition of career planning competency refer something were with the increase of employment pressure, it is particularly important for college students to do a good job in career planning. Although various colleges and universities have opened a series of employment and entrepreneurship courses, some college students still do not realize the importance of career planning. It was very necessary to explore the influencing factors of career planning. Aiming at these influencing factors, it is necessary to put forward rational solutions, and continuously improve college students' awareness of career planning, guide students to do a good job in career planning, and help students establish a good employment Viewpoints and career choices to improve employment competitiveness.

Gong (2022) pointed that according to the definition of China Career Planners Association, career planning for college students refers to the process of systematic career planning during college, which includes study planning and career planning during college. With the rapid development of China's economy in recent years, the demand for high-end talent resources has increased dramatically on the one hand; on the other hand, the lack of proper career orientation has led to huge employment pressure, low career satisfaction and frequent job-hopping among college students, so the government, enterprises and individuals are paying more and more attention to the career planning of college students.

Presti, Capone, Aversano, and Akkermans (2022), said that career planning competency was conceptualized within the broader framework of career competencies. Although the text provided does not directly define "career planning competency," it could be inferred from the context that the authors consider career competencies to encompass knowledge, skills, and abilities crucial for an individual's career development that can be influenced and improved over time. These competencies are likely to include elements of career planning, reflecting the individual's ability to identify and pursue career objectives, develop strategic plans for their professional future, and adapt to changes and opportunities in the labor market. The main idea revolves around examining how these

career competencies, assessed at graduation, can indirectly influence subjective career success through employability activities post-graduation, with academic satisfaction playing a moderating role during the school-to-work transition. The study underscores the significance of career competencies, including career planning, as vital resources that graduates can leverage for a successful transition from school to work.

Chen & Li & Tang (2023) pointed that as an important part of the new employment group, college graduates are related to the career development of individuals and the happiness of millions of families. With the continuous expansion of the enrollment scale of colleges and universities, the number of graduates is increasing year by year. Under the increasingly tense and severe employment situation, how to do a good job in employment is an important issue facing colleges and universities. Career planning education is to guide students to establish themselves during college. It is an important way to have a correct outlook on career choice, determine reasonable employment expectations, and make a scientific career plan. Therefore, do a good job of career planning for medical students, keep abreast of the laws and particularities of medical disciplines, cultivate medical students' professional awareness, enable them to make reasonable decisions, determine professional development goals, clarify career directions, and enhance employment competitiveness. vital to a student's development.

Lu (2022) pointed to importance of career planning competency that the increase of employment pressure, it is especially important for college students to do a good job in career planning. Although colleges and universities have offered a series of courses on employment and entrepreneurship, however, some college students still do not recognize the importance of career planning. It is necessary to explore the influencing factors of career planning, to propose rationalized countermeasures for these influencing factors, and to continuously improve college students' awareness of career planning, to guide students to do a good job of career planning, to help them establish a good view of employment and career selection, and to improve their employment competitiveness.

Zheng & Zhang (2022) believed that importance of career planning competency was as a public general abilities of education course, aims to provide college students with a comprehensive understanding of the basic theoretical knowledge of career planning through effective scientific theoretical teaching and practical extracurricular practice, to master the way of searching for career-related information and efficient management and utilization methods, to flexibly use career planning, career selection and job search skills, to achieve scientific and objective self-cognition and accurate self-positioning, to continuously develop their own potential, and to provide scientific guidance for their career development and future planning.

Mao (2021) pointed that career planning competency was very importance things in the transformation of society and the development of productive forces, great changes have taken place in our society, and the flow of talents in our country is rapidly accelerating. College students are the main force in the flow of talents, especially college graduates. Career accompanies 2/3 of life, and the satisfaction of a job directly affects the mood of work and the quality of life, so the choice of career is particularly important here. In addition, college students are not strong in the practical ability of the majors they study, lack of practical experience, and it is difficult to quickly get on the job. The increase of occupations makes the requirements for talents more stringent. Compared with the knowledge learned in the past, the newly added majors further refine the work content on the basic of the existing ones. A single professional knowledge can no longer meet the needs of the job. College students Career planning is very important.

Ou (2021) believed that college students' career planning was important that includes study planning, career planning and career planning, which plays an important role in the process of cultivating and improving the "soft power" of college students. However, in the current teaching practice, the career planning education of college students was still inadequate in the curriculum cultivation system of most colleges and universities, which was mainly manifested as insufficient awareness, lack of professionalism, insufficient practicality and not strong sustainability. The author believed that the career planning education of college students can be strengthened by establishing correct awareness, optimizing curriculum, strengthening practical training, refining process assessment and enhancing teacher training, so as to cultivate qualified builders and reliable successors for socialism.

To sum up, it is very important for college students to do a good job in career planning before employment. An effective and reasonable career plan can help students recognize their comprehensive strengths and weaknesses and enhance their sense of self-efficacy. Establish clear career development goals through scientific and accurate analysis and value positioning. The second is to help students actively search and discover potential career development opportunities based on their own actual conditions, and then adopt feasible strategies and measures to enhance their personal competitiveness. The third is to enhance the purpose and planning of development goals to help college students accelerate the pace of success, increase the probability of success, avoid detours, and achieve success earlier. Both the school and the students themselves should start guidance and planning for career planning as early as possible. In these mentioned above, Career career planning is of great significance. Its purpose is to break through barriers, to stimulate, to achieve it. A sailing ship needs to have the same goal. Only a planned career can have a clear direction and strong motivation.



### **How to improve Career planning competency**

At present, the employment of college students is facing severe challenges, and it is extremely important to improve the employability of college students. We should actively take measures to strengthen college students' career planning guidance education, improve students' job-seeking skills, and promote the continuous improvement of college students' employability.

Students' career planning competency should not only conform to the development of the times and follow the fundamental principles of college students' career design, but also grasp the characteristics of higher vocational students and master their learning rules, so as to be targeted and systematically sort out the logic of career planning competency research and its development and evolution, summarize the basic principles of cultivating college students' career planning ability, and analyze the development and research status of college students' career planning competency structure, influencing factors, and training paths. On the basis of analyzing the current situation of the development and cultivation of college students' career planning competency, construct the path and model of college students' career planning competency cultivation and improvement, and focus on solving the cultivation process of college students' career planning competency. These were below:

Wang , Cao & Wang (2017) pointed that how to improve Career planning competency through the "refined" career guidance for college students needs to help college students establish their career development direction as early as possible through more personalized guidance, which effectively helps college students clarify their career planning, find their career positioning, enhance their employment competitiveness and improve their employment quality, and plays an important role in the growth and success of college students.

Heymann, Bastiaens, Jansen, Rosmalen, and Beusaert (2022) delved how to improve Career planning competency through enhancing employability competences that were reflective practices facilitated by an online learning platform (OLP). The authors propose a model wherein reflective practice is broken down into several stages: becoming aware, analyzing the current state, drafting and planning a solution, taking action, and reflecting in and on action. This systematic and cyclical process aims to bolster students' employability by encouraging deep reflection on their experiences, both curricular and extracurricular. The use of OLPs is highlighted as a critical component in supporting this reflective practice, offering tools and resources that guide students through each phase of reflection, ultimately aiming to improve their career planning competency and overall employability. The framework underscores the importance of structured reflection in student development, facilitated by technological solutions that integrate seamlessly into

their learning environments.

Andi, Julina, Putra, and Swanto (2022) researched specifically delineate methods to improve career planning competency. Instead, the focus is on examining the impact of various factors such as competence, career development, compensation, and organizational commitment on job satisfaction and teacher performance. While the study indirectly touches on aspects related to career planning, such as career development's influence on job satisfaction and performance, it primarily addresses the broader educational and motivational frameworks within schools. Hence, direct strategies to enhance career planning competency specifically might not be highlighted, but improvements in career development could be inferred as beneficial for enhancing overall career competencies including planning aspects .

Lu & Wan (2022) said that how to improve Career planning competency through the construction of career guidance system based on career planning in higher vocational colleges is not only the inevitable requirement to highlight the relevance of talent cultivation, but also the realistic demand of diversified employment tendency of higher vocational students, and the practical need to match the talent cultivation of higher vocational colleges with the industry demand. However, at present, some higher vocational colleges and universities face problems such as the lack of clear career planning guidance objectives, the weakness of systematic career planning guidance, the fact that career planning guidance has not yet been integrated into professional education, and the teachers of career planning and employment guidance to be strengthened. In this regard, it is necessary to further clarify the goal of career planning guidance, strengthen the coordination of career ability training and employment guidance, integrate career planning guidance into professional education, and pay attention to the construction of career planning teachers.

Wei (2023) pointed that how to improve Career planning competency through Career planning education for medical students that faces real challenges in terms of self-cognitive orientation, curriculum setting and coping with social trends. The four characteristics of holographic media, full media, full media, full media and full-effect media are embedded in the era of full media, which have certain guiding significance for career planning education for medical students, and explore the effectiveness of career planning for medical students in four aspects: conceptual dimension, technical dimension, carrier and subject dimension, which are conducive to cultivating medical talents with high professional skills and correct career values and providing talent support for Chinese medical and health care.

In summary, improving career planning competency involves a multifaceted approach that focuses on self-assessment, research, goal-setting, and continuous learning.

Individuals can begin by conducting a thorough self-assessment to understand their interests, values, strengths, and weaknesses. This knowledge allows for informed decision-making about career paths that align with personal goals and aspirations. Researching various industries, job roles, and educational requirements provides a clearer understanding of potential career trajectories and the skills needed to succeed in them. Setting short-term and long-term career goals, along with actionable steps to achieve them, helps maintain focus and momentum. Networking with professionals in desired fields, seeking mentorship, and gaining relevant experience through internships or part-time jobs can provide valuable insights and opportunities. Lastly, engaging in continuous learning and professional development, whether through formal education or self-directed learning, ensures that individuals remain competitive and adaptable in the ever-changing job market. By implementing these strategies, individuals can enhance their career planning competency, positioning themselves for success and fulfillment in their professional lives.

#### **Definition of cognitive information processing theory**

Cognitive information processing theory was a relatively new psychological theory. With its increasing attention, it also enters the field of career planning. The most valuable thing about CIP theory for career counseling is that it provides an operational framework and process for career planning and career counseling. The details shown as follows:

Zhang (2020) pointed to through two extremely simple theoretical models, it clearly expounds how to locate the factors involved in career problems (CIP pyramid) and how to make effective decisions (CASVE cycle). These two models are like a set of working guides, which can quickly identify problems and construct solutions. This theory focuses on how individuals use information to make career decisions and solve career problems in the course of their careers; it has a strong guiding role in the improvement of knowledge domains, career decision-making, and metacognitive skills in the process of career planning. CIP and its application can help students quickly locate problems and provide clear and structured solutions, analyze problems correctly and make effective and correct decisions to achieve the desired goals. Cognitive Information Processing (CIP) theory is a set of methodology that really helps you make effective decisions.

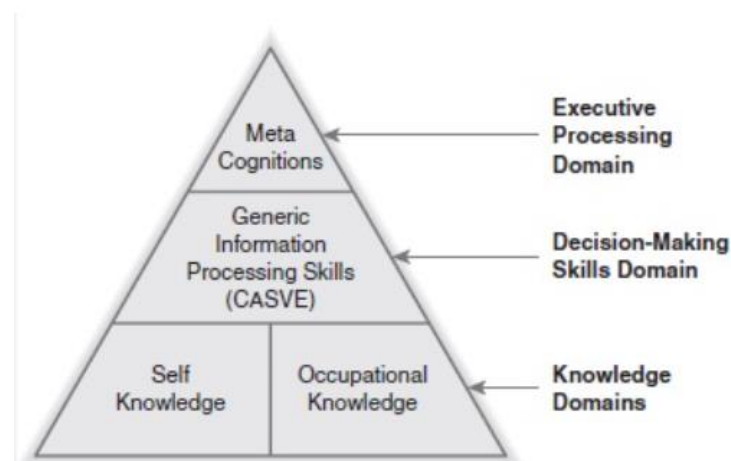
Yang & Xu (2021) believed that cognitive information processing theory referred emphasizing the overall thinking of career planning at the macro level, the decision-making process at the micro level, and the respect for individual differences. Cognitive information processing theory has two core ideas, namely, the information processing pyramid and the CASVE cycle. The curriculum system based on this theory can strengthen the practice of career counseling and do a better job of career counseling for college students.

To sum up, cognitive Information Processing (CIP) theory revolves around how individuals perceive, understand, and remember information. This theory emphasizes the

systematic and organized way that our brain functions when processing incoming information, connecting new knowledge with existing memories. It suggests that learning occurs best when information is presented in manageable chunks that are easily processed by the learner's working memory. The theory underlines the importance of structuring educational content in a way that aligns with human cognitive architecture, to enhance understanding and retention. Essentially, CIP theory provides a framework for understanding the steps our minds go through to turn stimuli into stored knowledge.

### Component of cognitive information processing

The most valuable thing about CIP theory for career counseling is that it clearly explains how to locate the factors involved in career problems (CIP pyramid) and how to make effective decisions (CASVE cycle) through two extremely simple theoretical models. These two models are like a set of working guides, which can quickly identify problems and construct solutions.

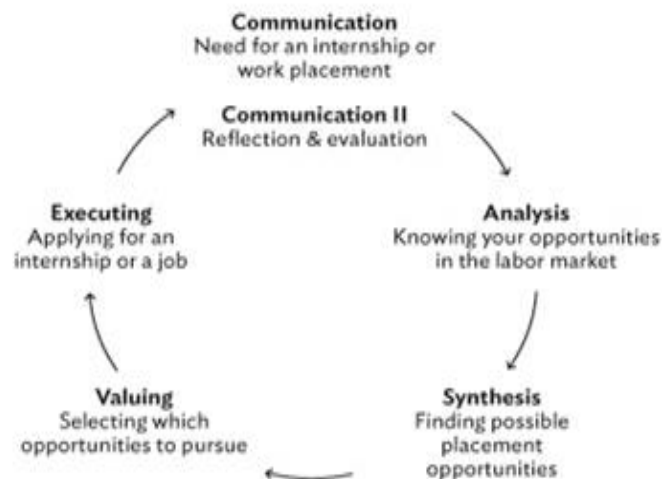


**Figure 2.2** CIP Information Processing Theoretical Model (Hornyak, D. A, 2007)

Hornyak (2007) studied the CIP with the bottom of the pyramid was the field of knowledge, including self-knowledge (understanding of one's own interests, skills, values, etc.) Synthesize, Evaluation (Value) and Execute (Execute), referred to as CASVE cycle; the upper layer is the field of execution processing, if the CASVE cycle is a specific operation process, then the metacognition in the field of execution processing is equivalent to the control of the operation process Command Center, which includes self-awareness and self-monitoring.

Hence, among the above three fields, the field of knowledge is the foundation. Individuals cannot make appropriate career decisions without comprehensive and accurate self-knowledge and professional knowledge. The status is monitored and adjusted. When

making career planning, individuals should first accumulate relevant knowledge including self-knowledge (confidant) and professional knowledge (know the enemy), and then make choices and plans that suit them through comprehensive decision-making. At the same time, individuals also need to use metacognitive abilities to supervise and regulate the decision-making process and planning implementation process.



**Figures 2.3** CASVE cycle model (Angle Sokol, 2014)

Sokol (2014) provided the CASVE cycle model and shown the five parts in order to develop the useful preparation and guidelines. The five parts of the CASVE cycle are: 1) communicate (find out the gap between the status quo and expectations). In this stage, we receive information about the gap between career ideals and reality, and realize that we need to make choices. At this stage, we are fully exposed to the problem through various senses and thinking, and we find that there is a gap that cannot be ignored. 2) analysis (linking the components of the problem together. Through thinking, observation and research, analyze self-knowledge such as interests, abilities, values and personality, as well as various environmental knowledge, so as to better understand the gap between the existing state and the ideal state. 3) comprehensive Synthesis (forming possible options). It is mainly about synthesizing and processing the information provided in the previous stage, so as to formulate an action plan to eliminate the gap. Its core task is to determine what can be done to solve the problem. 4) evaluate (sort the options). Make a specific evaluation of the three to five occupations obtained in the comprehensive stage, evaluate the possibility of obtaining this occupation, and the impact of this choice on

oneself and others, so as to rank. 5) execute (make a plan to start action). Execution was the last part of the entire CASVE. The previous steps only determine the most suitable occupation, but cannot bring success in career choice. All ideas need to be put into practice during the execution stage. In the implementation stage, it is necessary to formulate plans, conduct practical attempts and concrete actions. 6) a new cycle. After fully understanding the two thinking models of "Information Processing Pyramid Model of Career Decision-Making" and "CASVE Cycle of Information Processing Skills", career planners should conduct a comprehensive and in-depth career development analysis on themselves.

### Relevant research

College students' career planning is a very important point in the curriculum design of the university system. It can not only make students more clear about their own development goals, but also make personal planning adjustments while understanding social development, so that college students can carry out high-quality entrepreneurship and business after graduation. employment. In addition, college students' career planning is conducive to helping college students formulate academic plans in combination with their development goals and enhance their own market competitiveness. It could be seen that research on the impact of college students' career planning on their employment is particularly important for college students' personal development and social progress.

Liu (2018) pointed to Career planning was the process of choosing, designing, implementing, modifying and improving the future career that college students want to pursue under the guidance of career ideals and planning theories. Career planning guidance for college students was to help them discover and develop their needs and interests, abilities and talents, values and aspirations, so as to determine their career direction, and proceed with professional knowledge learning in a planned and systematic manner, while consciously cultivating professionalism and preparing for their career.

Anderson & Li (2019) evaluated the impacts of systematic training course development in a corporate context. Anderson and Li examine different methodologies for assessing training effectiveness and their correlation with employee performance metrics. They provide case studies from various industries, showcasing how well-developed training programs contribute to organizational growth and employee satisfaction.

Kumar & Singh(2020) explored how training courses can be adapted to enhance global competitiveness among professionals. They discuss the importance of cultural awareness, language training, and international legal standards within course content. Kumar and Singh provide guidelines for incorporating global perspectives into curriculum

development and stress the importance of preparing learners for the diverse challenges of international markets.

Zhang (2020), from Brigham Young University, tackled the development process of a microlearning-based data analysis course. This course, aimed at Health Catalyst's diverse group of analytic engineers, was crafted to address different levels of expertise and backgrounds, focusing on foundational data analysis skills crucial in healthcare settings. The training development process outlined by Zhang incorporates initial needs assessment, designing the curriculum around microlearning principles for concise and direct content delivery, and the development of microlessons tailored to various learner types. The course design features a parallel structure to support different learning paths and employs Articulate Rise 360 for its flexibility and ease of interaction. The approach is innovative in its use of microlearning, emphasizing the importance of brevity and targeted learning outcomes without sacrificing depth. Zhang's project highlights the microlearning's potential in professional development, especially for employees needing to apply new skills rapidly. By designing the course content to be engaging, concise, and accessible, Zhang addresses common challenges in training development such as varying learner backgrounds and the need for immediate applicability in professional settings. This design considered the challenges of adopting new educational models like microlearning, reflecting on its acceptance and effectiveness within Health Catalyst's organizational context (Zhang J.H, 2020).

María and colleagues (2020) outlined the process of creating an online training course aimed at educating patients about Health Technology Assessment (HTA). Initiated in November 2020, this project involved collaboration among HTA researchers, technicians experienced in training and e-learning, and patients themselves. The main idea of the training course development process is to empower patients by providing them with the necessary knowledge and understanding of how HTA reports are generated and the decision-making processes they inform. The development process was characterized by an iterative approach, where educational materials were continuously refined based on feedback from a working group consisting of professionals and patients. The course materials, designed for virtual delivery via Moodle, cover various aspects of HTA processes, the current framework at national and European levels, and the role of patients within HTA. Additionally, the course addresses the significance of health research and both qualitative and quantitative methods. Importantly, the course includes practical modules on how patients and citizens can effectively contribute to HTA. The project's goal is not only to disseminate knowledge but also to facilitate the practical involvement of patients in HTA processes. The online format and collaborative development approach reflect a modern, inclusive educational strategy tailored to the needs and experiences of patients.

The pilot phase in various Spanish regions aimed to assess the course's usefulness and satisfaction, intending to make necessary adjustments based on participant feedback.

Américo and António (2021) discussed the development of a training course designed to help Small and Medium-sized Enterprises (SMEs) adapt to digital transformation. The main idea revolves around the urgent need for SMEs to embrace digitalization to maintain competitiveness and how decision-makers' lack of understanding regarding digital technologies' potential and implications constitutes a significant barrier. The training course development process outlined in the article is tailored specifically for SME decision-makers. It was structured to familiarize them with key digital concepts, principles, methodologies, and tools to enhance decision-making capabilities at both strategic and tactical levels. The program was delivered through a self-directed learning methodology, which leverages state-of-the-art knowledge, real applications, and case studies.

Martina (2021), the main idea revolved around employing Design-Based Research (DBR) for the design and execution of training courses, particularly within the context of e-learning and educational technology integration. The document elaborates on the growing necessity for innovative online training methodologies, especially in response to the challenges posed by the COVID-19 pandemic, which has dramatically accelerated the shift towards digital learning platforms. The development process of training courses, as discussed by Rossi, was adapted to suit the specific circumstances and needs dictated by the online modality. It underscored the importance of a foundation that combines theoretical underpinnings with practical application, ensuring that e-learning courses are effective, engaging, and rooted in educational best practices. Rossi points out that successful online training requires meticulous design and structure, relying on a team of experts such as instructional designers, pedagogists, and ICT professionals. The paper highlights the critical aspects of the design-based approach, including its flexibility and adaptability to specific educational challenges, and the necessity of collaborative development processes that include feedback and iterative refinements. Rossi's insights are particularly pertinent in the context of the rapid digital transition faced by educational institutions globally, offering a pragmatic roadmap for creating impactful and sustainable online educational programs. This comprehensive approach signifies a shift from traditional teaching methods to more dynamic, student-centered online learning environments, recognizing the pivotal role of technology in shaping contemporary educational experiences.

Chen & Wang (2021) focused on the role of innovative strategies in the context of training course development. Chen and Wang argue for the integration of digital technologies such as virtual reality, augmented reality, and e-learning platforms to



enhance participant engagement and learning retention. They highlight case studies where such integrations had led to significant improvements in learner outcomes and suggest frameworks for integrating these technologies into traditional training environments.

Wang (2021) believed that career planning education for college students not only solved the problem of personal development, but also devotes to the construction of a harmonious society. Career planning strive to start from multiple dimensions such as occupation, career, career planning and planning education, so that students can understand occupation, clarify the nature of occupation, combine career pursuit with value creation, guide college students to be able to make scientific planning for the jobs they undertake based on the reality and reach a more ideal vision of employment, career planning and employment guidance complement each other, and its attention to students' individual Career planning and career guidance complement each other, and their attention to students' individual development needs helps students deepen their career cognition, make correct career choices, had good competitive ability and continuous enthusiasm for employment, and truly guide their own continuous development with career planning.

Career information processing theory focuses on the thinking and memory process of solving career problems and career decision-making, truly regards the process of career choice and career development as the process of learning information processing ability, and provides a thinking framework for helping college students' career development. The model Provides the basic framework and content points of the career planning course for college students. This theory can be scientifically applied in the content design of career planning courses and the design of work patterns.

Huang (2022) believed that with the development and progress of society, China needs more and more talents of all kinds. As the cradle of talent cultivation, schools have been tasked to deliver talents for the country and society. Based on the current economic development and social transformation in China is in a period of hard work. Society is in urgent need of large number of talents as the driving force for the development of the industry. China is currently implementing the strategy of developing the country through science and education and strengthening the country based on talents. In order to cultivate the large number of talents needed by society, it is necessary to achieve this purpose by vigorously carrying out vocational training. In modern society, vocational talents need to be realized through vocational training courses, and vocational training courses have become an important part of vocational training work.

Patel & Lee (2023) investigated the potential of artificial intelligence in customizing training programs. They discuss how AI can analyze individual learning styles and performance data to tailor educational content and pacing. The paper provides examples

of AI-driven platforms and their impacts on learner engagement and mastery, offering insights into the future of personalized education.

Saud, Suraya, Nurul, and Abdullah (2023) discussed the development of a framework aimed at designing mobile training (m-training) courses using mobile augmented reality (MAR). The focus is on creating training content for mobile devices to enhance the learning experience, particularly in the professional development context. The main idea is to address the challenge of a lack of theoretical foundation for developing interactive m-training content that motivates and engages learners effectively. The proposed framework integrates the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) with six key elements: Pedagogical, Technological, Interactive Communication, Ethical, Legal, and Managerial (PTIELM). These elements ensure that the training content is educational, technologically optimized, interactive, ethical, compliant with legal standards, and well-managed. This comprehensive approach aims to create an engaging and effective learning environment for mobile users, leveraging the unique capabilities of MAR to enhance the training experience. The framework is validated through expert interviews and tested with trainees to ensure its effectiveness and applicability in real-world settings. This initiative represents a significant contribution to the m-training domain, offering guidelines for trainers and designers to create interactive courses that improve learner engagement and knowledge acquisition.

Chang & Su (2023) provided professional guidance according to the needs of students. Fully integrate resources inside and outside the school, meet the needs of students to the greatest extent, and provide students with professional guidance on career planning. Guide students to establish a correct career outlook. First of all, change the traditional "career path thinking" and cultivate students' "career map thinking". Guide students to restructure their abilities, effectively improve the effect of career planning education, give full play to their natural advantages, and then build their own core competitiveness. It was not only necessary to consolidate hard skills such as subject professional ability, but also to improve soft skills such as learning ability, communication and expression ability, comprehensive analysis ability, emotional intelligence (interpersonal relationship, collaboration ability), and time management. After all, hard skills determine the bottom line of a career, and soft skills determine the upper limit of a career.

Liu (2023) pointed to the competition in society becomes more and more fierce, the employment situation of fresh graduates becomes more and more severe. Some college students are unable to win the competition for jobs, and some of them lack reasonable career planning and have difficulties in finding their preferred jobs. How to help college students to find a job and let them clarify their career goals has become an issue of concern for all parties. As a base for cultivating talents for society, universities have an

important responsibility in this regard, and it is necessary to carry out career guidance work during students' college years to help them make good career planning and promote better employment.

To sum up, the development of a training course aimed at enhancing the career planning competency of nursing students is a strategic approach to empower future healthcare professionals with the skills and knowledge necessary for successful career navigation. Such a course would integrate principles from the Cognitive Information Processing (CIP) theory to structure content around self-assessment, occupational knowledge, decision-making strategies, and metacognitive skills. By focusing on these areas, nursing students can gain a deeper understanding of their personal strengths, preferences, and professional opportunities within the nursing field. The course could include workshops, seminars, and interactive modules that encourage reflection on career goals, exploration of various nursing specialties, and the formulation of actionable career development plans. Ultimately, this training aims to equip nursing students with the tools to make informed decisions about their professional paths, adapt to the evolving healthcare landscape, and pursue continuous personal and professional growth.

In this research, training course to enhance the career planning competency refer to self-assessment tools and discussions to help students understand their career interests, Values, abilities and strengths, teach students how to set career goals, develop career development plans, evaluate and use their own resources, introduce employment opportunities and development prospects in different career fields, and help students understand the trends and needs of the job market. Provide guidance on resume and cover letter writing, teach interview skills, and help students communicate effectively with employers to showcase their strengths and abilities. Provide internship or practical opportunities for students to exercise and develop career planning competency in a real work environment. Training course consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) Evaluation. The systematic and scientific evaluation of the training courses for nursing students' career planning, in order to measure the effectiveness of the courses, the students' learning outcomes and the degree to which the training objectives were achieved that measured 1) Career pathways in Nursing 2) Stress management and work-life balance 3) Cultural competency and communication competency.

## Chapter 3

### Research Methodology

The development of training course to enhance the career planning competency of Nursing students was the experimental research that had two objectives: 1) To develop of training course to enhance the career planning competency of nursing students and 2) To compare students' career planning competency, before and after the implementation that were trained based on the information processing method. Research processes had the following procedures:

1. The population / the sample group
2. Research Instruments
3. Data collection
4. Data analysis

#### **The population / the sample group**

##### **The Population**

There are 300 third-year students majoring in nursing of Wei Fang Nursing Vocational College. Divided into 10 classes, each class has 30 students.

##### **The Sample Group**

Through random cluster sampling, 30 third-year nursing students of class 3 with mixed abilities (strong, medium, and weak) in Wei fang Nursing Vocational College were sampled.

#### **Research Instruments**

The development of training course to enhance the career planning competency of Nursing students. The research Instruments is as follows:

##### **1. Training course to enhance the career planning competency of nursing students**

The purpose of training course was to enhance the

career planning competency of nursing students. The training course took time for 12 hours and consisted of

- 1) unit 1: Career Pathways in Nursing (4 hours)
- 2) unit 2: Stress Management and Work-life Balance (4 hours)
- 3) unit 3: Cultural Competency and Communication Skills (4 hours)

The development process of creating training course to enhance career planning competency and assessment form for validity of training course were followed as.

1. Studying the principles of creating training course to enhance the career planning competency and assessment form for validity of training course from books, textbooks, articles, and related research.

2. Creating a training course to enhance the career planning competency and assessment form for validity of training course, 3 plans as this above.

3. Drafting the assessment form for validity of training course at the end of each section, there was a space for experts to write suggestions that could be helpful in improving training course to enhance career planning competency.

4. Taking the instruments to 3 experts to verify the validity. The test consistency the index of congruency was between 0.67-1.00, the level of consideration was as follows:

Rating was +1 There was an opinion that “Corresponds to definition/measurement objectives.”

Rating was 0 There was an opinion that “Not sure it corresponds to definition/measurement objectives.

Rating was -1 There was an opinion that “Inconsistent with definition/measurement objectives.”

5. Modifying assessment form for validity of training course according to suggestion.

6. Taking the research instruments to collect data with the research samples.

#### **Training Course element**

In this research, training course to enhance the career planning competency of nursing students which consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) Evaluation. And other items about the training course results, including 3 units.

##### **1) Principle:**

The guiding principles of the training program encompass the core values and philosophies that shape its structure and delivery. This may include a focus on practical application, experiential learning, and continuous improvement to ensure that participants can quickly and effectively translate their learning into job performance. The principle might also emphasize adaptability, relevance to current job market trends, and the development of transferable skills that are beneficial across various career paths.

## 2) Objectives:

The objectives define the specific aims of the training program. These objectives might include enhancing participants' understanding of career planning processes, improving their ability to create compelling resumes and cover letters, mastering interview techniques, and fostering effective communication skills. The objectives also aim to help participants identify and leverage their strengths, understand job market needs, and prepare for successful job searches and career development.

## 3) Contents and Time:

This section outlines the detailed curriculum of the training program, including the specific topics covered and the time allocated for each. The contents might include modules on understanding career paths, writing resumes and cover letters, developing interview skills, and exploring job market trends. The time allocation ensures that each topic is given adequate attention, balancing depth of coverage with the need to keep the training concise and focused.

## 4) Training Methods:

The methods used in the training program are designed to be interactive and engaging, providing participants with practical, hands-on experience. Methods may include lectures, workshops, group discussions, role-playing, case studies, and real-life simulations. These approaches aim to facilitate active learning, encourage peer collaboration, and ensure that participants can practice and refine their skills in a supportive environment.

## 5) Learning Media/Resources:

The training program utilizes a variety of learning media and resources to support and enhance the educational experience. These may include textbooks, online materials, videos, software tools, and interactive platforms that provide supplementary information and practice opportunities. The choice of resources is intended to cater to different learning styles and ensure that all participants have access to the necessary materials to succeed.

## 6) Evaluation:

Evaluation methods are essential for measuring the effectiveness of the training program and assessing participants' progress. Evaluations might include quizzes, tests, practical exercises, peer reviews, and feedback sessions. These assessments help determine whether participants have achieved the learning objectives and provide valuable insights into areas that may need further attention or adjustment.

## 2. Career planning competency test

Career planning competency was achievement of knowledge that divided into three sub-competencies, including: 1) career pathways in Nursing, 2) stress management and

work-life balance, and 3) cultural competency and communication skills.

The assessment questions were designed for these three sub-competencies to evaluate students' career planning competency.

The development process of creating the career planning competency assessment and assessment form for validity of the test of career planning competency were as followed.

1. Studying the principles of the test of career planning competency and assessment form for validity of the assessment of training course from books, textbooks, articles, and related research.

2. Creating career planning competency test and assessment form for validity of the assessment of learning achievement.

3. Taking the instruments to 3 experts to verify the content validity and index of items objective congruence (IOC) of the assessment form training course assessment consistency the index of congruency was between 0.67-1.00.

4. Modifying assessment form for validity of training course according to suggestion.

5. Taking research instrument to career planning competency assessment and the result of reliability was 0.94.

6. Taking the research instruments to collect data with the research samples.

#### Criteria

Score Range	Quality Level
25 - 30	Very Strong
19 - 24	Relatively strong
13 - 18	General
7 - 12	Relatively weak
0 - 6	Very Weak

#### Data collection

The data collection is as follows:

Part 1. Data collection and verification for assessment tools:

1. Coordinate with 3 professional scholars experts dispense official documents from Bansomdejchaopraya University professional scholars experts and give information about data collection process and research tools: instructional model and checklist form about quality of instructional model for consideration (Index of item objective congruence: IOC)

2. Collect data from 3 professional scholars experts and analysis data for consideration (Index of item objective congruence: IOC).

Part 2. Data collection and validation for research work:

In this research, the data collection period is used for the March to June 2023, total of 12 hours. Follow the steps as follows:

1. This research is training research. Collect relevant literature research and do the literature review.

2. Before and after teaching test: This research is experimental research. One Group Pretest - Posttest Design was used with the following experimental design:

**Table 3.1** Pre - experimental design : One-Group Pretest–Posttest Design

Group	Pretest	Experimental	Posttest
E	O <sub>1</sub>	X	O <sub>2</sub>

The meaning of the symbols used in the experimental design.

E means experimental

X means training course to enhance the career planning competency

O<sub>1</sub> means Pretest

O<sub>2</sub> means Posttest

3. Taking the assessment of training course design ability to obtained from the analysis, the difficulty value, discriminant power, and reliability value. Then it was assessment before class with the students that were research samples.

4. After completing the training, teacher conducted with using the same assessment of career planning competency to students. The scores obtained from the assessment were recorded to compare the assessment scores of nursing students before and after training.

5. Getting data obtained from training course to improve the career planning competency of nursing students.

## Data analysis

1. Analyze of verified the validity of Real Estate Marketing Planning course based on the index of consistency as a criterion for consideration standard (Index of item objective congruence: IOC) .

2. Quantitative data were analyzed through descriptive statistics; means ( $\bar{X}$ ), and



standard deviation (SD).

3. Quantitative data were analyzed through inferential statistics; Then calculate the different score of learning achievement before and after using Flipped classroom model were analyzed through t – test for dependent samples.

# Chapter 4

## Results of Analysis

Research on the development of training course to enhance the career planning competency of nursing students, and to develop of training course to enhance the career planning competency of nursing students and to compare students' career planning competency, before and after the implementation. The results of the data analysis were as follows:

1. Symbol and abbreviations
2. Results of data analysis

The details are as follows.

### Symbol and Abbreviations

- n means the number of students
- S.D means the standard deviation
- D means the difference in scores between before and after learning
- df means degree of freedom
- t means the statistical value to be used in the T-test

### Results of Data Analysis

#### Results of development of training course to enhance the career planning competency of nursing students

The results of development of training course to enhance the career planning competency of nursing students, training course consisted of 1) principle, 2) objectives, 3) contents and time, 4) training methods, 5) learning

media/resources, and 6) evaluation was evaluated through 7 main indicators and 40 sub-indicators by 3 experts and details was as below:

**Table 4.1** The appropriateness of training course to enhance the career planning competency

n = 3			
Assessment list	$\bar{X}$	SD.	Interpreting results
<b>1. Principles of the training course</b>			
1.1 It is clear to enhance the career planning competency of nursing students	4.67	0.58	the highest level
1.2 It is possible to apply it in classroom practice according to actual conditions.	4.67	0.58	the highest level
1.3 It is appropriate for the trainees.	4.67	0.58	the highest level
<b>average</b>	4.67	0.50	the highest level
<b>2. Objectives of the training course</b>			
2.1 It is consistent with the principles to promote the career planning competency according to the principles of the course.	4.33	0.58	the highest level
2.2 It is possible to apply it in classroom practice according to actual conditions.	4.33	1.15	the highest level
2.3 It is appropriate for the trainees.	5.00	0.00	the highest level
2.4 It is clear and can be evaluated.	4.67	0.58	the highest level
<b>average</b>	4.58	0.67	the highest level
<b>3. Training content/topics and duration</b>			
3.1 It is consistent with the principles and objectives of the training course.	4.33	0.58	the highest level

Table 4.1 (Continue)

Assessment list	$\bar{X}$	SD.	Interpreting results
3.2 The content is arranged in order from easy to difficult.	4.67	0.58	the highest level
3.3 The contents covers knowledge, competency, and promotes desirable characteristics that will occur in training.	5.00	0.58	the highest level
3.4 It is clear to enhance the career planning competency of nursing students	4.67	0.58	the highest level
<b>average</b>	4.67	0.49	the highest level
<b>4. Training methods</b>			
4.1 Training method is consistent with the principles and objectives of the training course.	4.67	0.58	the highest level
4.2 There is more variety in the methods used for training.	5.00	0.00	the highest level
4.3 Training methods are appropriate for the trainees.	4.67	0.58	the highest level
4.4 Activities are appropriate to enhance The content	4.67	0.58	the highest level
<b>average</b>	4.75	0.45	the highest level
<b>5. Learning media/resources</b>			
5.1 It is consistent with the principles and objectives of the training course.	5.00	0.00	the highest level

Table 4.1 (Continue)

Assessment list	$\bar{X}$	SD.	Interpreting results
n = 3			
5.2 A variety of media are used in training.	4.67	0.58	the highest level
5.3 It is appropriate for the trainees.	5.00	0.00	the highest level
<b>average</b>	4.56	0.33	the highest level
<b>6. Assessment</b>			
6.1 It is consistent with the principles and objectives of the training course.	4.33	1.15	the highest level
6.2 A variety of Assessment methods are used in training.	4.33	1.15	the highest level
6.3 Assessment methods are used that are consistent with the activities of the training.	4.33	0.58	the highest level
<b>average</b>	4.33	0.87	the highest level
<b>7. Assessment of learning units</b>			
7.1 Learning Plan 1: Career Pathways in Nursing	4.33	0.58	the highest level
7.2 Lesson Plan 2: Stress Management and Work-life Balance in Nursing	4.33	1.15	the highest level
7.3 Lesson Plan 3: Cultural and Communication competency	5.00	0'00	the highest level
<b>average total</b>	4.64	0.73	the highest level

From the Table 4.1: appropriateness of the training course was evaluated by using a detailed assessment process. The evaluation focused on various key aspects, including the principles, objectives, content, methods, media, and assessment of the training course, all rated on a Likert scale. Results were Firstly, the principles of the training course were highly rated, with clarity in enhancing career planning competency

and appropriateness for trainees both scoring the highest level ( $\bar{X}=4.56$ ,  $SD.=0.2$ ). The applicability of these principles in classroom practice was rated slightly lower, with an average score the highest level ( $\bar{X}=4.59$ ,  $SD.=0.17$ ). These high scores indicate that the course is well-aligned with its intended purpose and is suitable for the students. The content and duration of the training were consistently rated highly, with all criteria scoring ( $\bar{X}=4.67$ ,  $SD.=0$ ). This indicates that the course content is well-structured, covering knowledge competency and promoting desirable characteristics in an organized manner from easy to difficult, thus effectively enhancing career planning competencies. Training methods were also positively received, with scores ranging ( $\bar{X}=4.59$ ,  $SD.=0.17$ ). The variety and appropriateness of the methods, as well as their alignment with course principles and objectives, were particularly noted, indicating a diverse and suitable approach to training. Regarding learning media and resources, the course scored ( $\bar{X}=4.56$ ,  $SD.=0.2$ ) for consistency with course principles and variety of media used, and for appropriateness for the trainees. This shows that the course effectively utilizes various media to support learning, though there is a slight room for improvement in their suitability for all trainees. Assessment methods received mixed but generally high scores ( $\bar{X}=4.44$ ,  $SD.=0.2$ ). This suggests that while the assessment methods are generally effective, there is some variability in their application.

Finally, the assessment of specific learning units, such as "Career Pathways in Nursing," "Stress Management and Work-life Balance," and "Cultural and Communication Competency," consistently scored between high level to highest level ( $\bar{X}=4.5$ ,  $SD.=0.19$  to  $\bar{X}=4.61$ ,  $SD.=0.14$ ). These ratings confirm the clarity and appropriateness of the content, activities, and media used in the training, as well as the accuracy of measurement and assessment, and the appropriateness of the time spent learning.

In conclusion, the training course is highly effective in enhancing the career planning competencies of nursing students. The high satisfaction and perceived appropriateness across various aspects of the course reflect its comprehensive and robust design, making it a valuable addition to the nursing curriculum.

The study focused on 30 nursing students from the Weifang Nursing Vocational College as research subjects, aiming to enhance the career planning competency from the training course by cognitive information processing. The detailed results of the pre-test and post-test through training course were shown as in Table 4.2.

**Table 4.2** Learning score between pre-test and post-test

Learning Content	n	Full Scores	Pre-test		Post-test		D
			$\bar{X}$	SD.	$\bar{X}$	SD.	
1. Career pathways in Nursing	30	10	7.00	0.85	8	0.99	1
2. Stress management and work-life balance	30	10	5.50	0.82	7	0.75	1.50
3. Cultural competency and communication competency	30	10	6.00	0.62	9	0.63	3
<b>Total</b>		30	18.50		24.00		5.50

From the Table 4.2, the changes in the scores of three learning content of nursing students about training course of career planning competency were as follows: 1) Career pathways in Nursing: The average score before learning was 7 points, and the average score learning was 8 points, with an average difference of 1 points. 2) Stress management and work-life balance: The average score before learning was 5.5 points, and the average score learning was 7 points, with an average difference of 1.5 points. 3) Cultural competency and communication competency: The average score before learning was 6 points, and the average score after learning was 9 points, with an average difference of 3 points. Therefore, the training course could enhance the career planning competency of nursing students.

The application of learned competency in real-world settings, such as clinical environments or job interviews, is a crucial indicator of the course's practical effectiveness. Completion and dropout rates can shed light on the course's overall appeal and effectiveness. External evaluations by educational or professional bodies contribute an objective perspective on the course quality. Specific improvements in career planning competencies, like enhanced resume writing and interview performance, are direct measures of success. Lastly, the job placement rates of participants post-course can significantly indicate the course's effectiveness in aiding students' career planning and development.

### Result of comparing students' career planning competency before and after learning training course

The analyzed data collected by researcher from the pre-test and post-test of training course. It conducted data analysis measures like mean, standard deviation, and t-test dependent for correlated samples. The results of it were presented in Table 4.3.

**Table 4.3** Comparison of career planning competency by pre-test and post-test with training course

Learning content	n	Full Point	$\bar{X}$	SD.	t	p
Total score	Pre-test	30	30	18.5	1.97	**
	Post-test	30	30	24	1.16	9.96

\*\*Statistically significant at level .01 ( $p < .01$ )

From the Table 4.3, it could be observed that the career planning competency post-scores were higher than pre-scores, which was statistically significant at the 0.01 level. The average score of students before learning training course was 18.5 points, and after learning training course, it increased to an average of 24 points, with an average difference of 5.5 points. The results indicate that after learning training course is better.

#### Learning Behavior

Cognitive Information Processing (CIP) is a psychological theory that likens human thought processes to a computer's operation. This theory is used to understand how people process information and solve problems, and it is rooted in the fields of cognitive psychology and information science. Here's a basic introduction to as follow:

#### Learning Plan 1: Career Pathways in Nursing

##### Step 1, Communication (C)

This lesson plan aims to familiarize students with various career paths within nursing. Activities include guest lectures by experienced nurses in different specialties, panel discussions with nursing professionals, and career exploration workshops. These activities provide students with insights into diverse nursing roles and settings. Their behavior is assessed based on their engagement in discussions, quizzes on nursing specialties, and articulation of career goals. The analysis focuses on evaluating whether



students have developed a clear understanding of career pathways and if they can effectively articulate their career aspirations based on the insights gained.

#### Step 2, Analysis (A)

This learning plan aims to provide students with a comprehensive understanding of various career pathways within nursing. Activities include guest lectures by seasoned nurses in different specialties, panel discussions featuring nursing professionals from diverse healthcare settings, and interactive career exploration workshops. The assessment of students' behavior focuses on their active participation in discussions, quizzes testing their knowledge of nursing specialties, and their ability to articulate career goals. Analysis involves evaluating whether students have successfully developed insights into different nursing roles and if they can effectively communicate their career aspirations. Feedback from students and observations during activities help determine the alignment of their behavior with the intended learning objectives.

#### Step 3, Synthesis (S)

This learning plan focuses on guiding students through the exploration of diverse nursing career paths. Activities include engaging guest lectures by experienced nurses in different specialties, interactive panel discussions with nursing professionals, and hands-on career exploration workshops. Students actively participate in discussions, quizzes assessing their knowledge of nursing specialties, and reflective exercises to articulate their career goals. The assessment of students' behavior centers on their level of engagement in learning activities and their ability to demonstrate understanding and clarity in expressing their career aspirations. Analysis involves synthesizing feedback from students, evaluating their comprehension of various nursing roles, and assessing how well their career goals align with the intended learning objectives. The synthesis phase aims to identify strengths and areas for improvement in preparing students for their chosen career paths in nursing.

#### Step 4, Valuing (V)

This learning plan aims to guide students in exploring diverse nursing career paths. Activities include guest lectures, panel discussions, and workshops where students engage with experienced nurses to learn about different specialties and career opportunities in nursing. Assessments focus on evaluating students' understanding of various nursing roles through quizzes, participation in discussions, and reflective assignments where they articulate their career aspirations. The evaluation involves assessing whether students' behavior aligns with the learning objectives by demonstrating clear career goals and informed decisions about their professional paths in nursing. The value assessment centers on recognizing the importance of providing

students with comprehensive insights into career options and preparing them for future roles in healthcare.

#### Step 5, Executing (E)

This learning plan involves various activities designed to expose students to diverse career opportunities in nursing. Guest lectures by experienced nurses from different specialties provide insights into various career paths. Panel discussions with nursing professionals allow students to interact directly and ask questions about different nursing roles. Workshops focus on career exploration, where students engage in activities such as personality assessments related to nursing roles, setting career goals, and creating professional development plans. Assessments include quizzes on nursing specialties and reflections on career goals. Behavior development is assessed based on students' ability to articulate their career aspirations clearly and align their educational choices with their career goals. The analysis of this lesson plan focuses on evaluating whether students have gained a comprehensive understanding of nursing career pathways and are prepared to make informed decisions about their professional futures in nursing.

#### Step 6, Reflection & Evaluation

Throughout this learning plan, students engaged in a variety of activities aimed at exploring and understanding diverse nursing career paths. Activities included guest lectures from experienced nurses, panel discussions with nursing professionals, and workshops focusing on career exploration and development. Students participated actively by asking questions, completing quizzes on nursing specialties, and reflecting on their career aspirations. The evaluation of this lesson plan assessed whether students successfully articulated their career goals and whether their educational choices aligned with their career aspirations. The reflection phase analyzed the impact of these activities on students' understanding of nursing career options, identifying strengths in career guidance delivery and areas for improvement in enhancing career readiness.

### **Lesson Plan 2: Stress Management and Work-life Balance in Nursing**

#### Step 1, Communication (C)

This lesson plan addresses the critical skills of stress management and maintaining work-life balance in the demanding field of nursing. Activities include stress management workshops where students learn techniques such as mindfulness and time management. Role-playing exercises simulate challenging nursing scenarios to practice stress reduction strategies. Assessments involve observing how students apply these techniques in practical situations and evaluating their ability to manage work-life

balance effectively. The analysis centers on assessing changes in students' attitudes and behaviors towards stress management and work-life balance, identifying areas where additional support or adjustments in teaching methods may be necessary to enhance learning outcomes.

#### Step 2, Analysis (A)

This lesson plan addresses the essential skills of stress management and maintaining work-life balance crucial for nursing professionals. Activities include workshops on stress management techniques such as mindfulness and time management, as well as role-playing exercises simulating challenging nursing scenarios. Assessments focus on observing how students apply these techniques in practical situations and evaluating their ability to integrate strategies for managing work-life balance effectively. Analysis entails assessing changes in students' attitudes and behaviors towards stress management, identifying areas where further support or adjustments in teaching methods may be necessary to optimize learning outcomes.

#### Step 3, Synthesis (S)

This lesson plan addresses the critical skills of stress management and maintaining work-life balance essential for nursing professionals. Activities include workshops focusing on stress management techniques such as mindfulness and time management, interactive role-playing exercises simulating real-life nursing scenarios, and discussions on strategies for achieving work-life balance. Students' behavior is assessed through their participation in workshops, application of stress reduction techniques in role-plays, and reflections on personal stress management practices. Synthesis involves analyzing changes in students' attitudes and behaviors towards stress management and work-life balance, identifying effective teaching strategies, and refining educational content based on feedback and observed outcomes. The synthesis phase aims to consolidate insights into how well students have integrated stress management skills into their nursing practice readiness.

#### Step 4, Valuing (V)

This lesson plan addresses critical skills for nursing professionals, including stress management and maintaining work-life balance. Activities include workshops on stress reduction techniques such as mindfulness and time management, role-playing exercises simulating nursing scenarios, and discussions on strategies for achieving work-life balance. Assessments focus on observing changes in students' stress management behaviors and their ability to apply learned techniques in practical situations. The evaluation considers whether students have developed effective coping mechanisms and strategies to manage stress, aligning their behavior with the lesson's objectives.

The value assessment emphasizes the importance of equipping future nurses with essential stress management skills to enhance their well-being and performance in demanding healthcare environments.

#### Step 5, Executing (E)

This lesson plan addresses the critical skills of stress management and maintaining work-life balance essential for nursing professionals. Activities include workshops where students learn stress management techniques such as mindfulness, time management strategies, and relaxation exercises. Role-playing exercises simulate stressful nursing scenarios, allowing students to practice applying stress reduction techniques in realistic situations. Discussions explore strategies for managing work-life balance, including setting boundaries and self-care practices. Assessments involve observing students' participation in workshops, their ability to apply stress management techniques effectively in role-plays, and reflections on personal stress management practices. Behavior development is evaluated by assessing changes in students' attitudes towards stress management and their ability to maintain work-life balance effectively. The analysis focuses on identifying areas where students have shown improvement and where additional support may be needed to enhance their stress management skills further.

#### Step 6, Reflection & Evaluation

This lesson plan concentrated on equipping students with essential stress management skills and strategies for maintaining work-life balance in nursing. Activities included workshops on stress reduction techniques such as mindfulness and time management, role-playing exercises to simulate stressful scenarios, and discussions on effective coping mechanisms. Assessments focused on observing students' application of stress management techniques in practical settings, their ability to reflect on personal stress management practices, and changes in their attitudes towards stress. The evaluation aimed to determine whether students had developed effective stress management skills and whether they demonstrated improved abilities to balance work and personal life commitments. Reflecting on this lesson plan highlighted successes in skill acquisition and identified areas needing further support in enhancing students' resilience and stress coping strategies.

### **Lesson Plan 3: Cultural and Communication Competency**

#### Step 1, Communication (C)

Focused on cultural sensitivity and effective communication in nursing practice, this lesson plan includes cultural competency training sessions and communication skills workshops. Activities involve role-playing scenarios with patients from diverse

backgrounds to practice culturally sensitive communication. Assessments include observations during role-plays, evaluations of written reflections on cultural competence, and the application of rubrics to measure the integration of culturally sensitive practices in nursing care. The analysis aims to determine if students have developed the skills to communicate effectively and provide culturally competent care, highlighting areas where further refinement of educational strategies might be beneficial.

#### Step 2, Analysis (A)

This lesson plan aims to enhance students' cultural sensitivity and communication skills critical for delivering patient-centered care. Activities include cultural competency training sessions covering topics such as cultural awareness, sensitivity, and competence frameworks, as well as communication skills workshops focusing on effective patient communication and addressing language barriers. Role-playing scenarios with diverse patient backgrounds provide opportunities for students to practice culturally sensitive communication. Assessments include observations during role-plays, evaluations of written reflections on cultural competence, and the application of rubrics to measure the integration of culturally sensitive practices in nursing care. Analysis involves determining whether students have developed the skills to communicate effectively and provide culturally competent care, identifying areas for refinement in educational strategies to better achieve learning objectives. Feedback from students and qualitative assessments contribute to understanding how well students' behavior aligns with the intended outcomes of the lesson plan.

#### Step 3, Synthesis (S)

Focused on enhancing students' cultural sensitivity and communication skills, this lesson plan includes activities such as cultural competency training sessions, communication skills workshops, and role-playing scenarios with diverse patient backgrounds. Students engage in activities that promote understanding of cultural diversity, effective patient communication techniques, and the application of cultural competence frameworks in nursing care. Assessments include observations during role-plays, evaluations of written reflections on cultural competence, and the application of rubrics to measure the integration of culturally sensitive practices in nursing practice. Synthesis involves evaluating how students have developed cultural sensitivity and effective communication skills, identifying areas for improvement in teaching approaches, and refining lesson plans to better achieve learning objectives. The synthesis phase aims to consolidate insights into students' readiness to deliver patient-centered care in culturally diverse healthcare settings.

#### Step 4, Valuing (V)

Focused on enhancing cultural sensitivity and communication skills, this lesson plan includes activities such as cultural competency training, communication workshops, and role-playing scenarios with diverse patient backgrounds. Students engage in learning activities to understand cultural diversity, practice effective communication techniques, and apply cultural competence frameworks in nursing care. Assessments include observations during role-plays, evaluations of written reflections, and rubric-based assessments of cultural competence application. The evaluation analyzes whether students have developed the ability to communicate effectively and provide culturally sensitive care, aligning their behavior with the lesson's objectives. The value assessment underscores the significance of fostering cultural competence in nursing education to promote patient-centered care and address healthcare disparities.

#### Step 5, Executing (E)

Focused on enhancing cultural sensitivity and communication skills, this lesson plan includes activities aimed at developing students' abilities to communicate effectively with patients from diverse backgrounds. Cultural competency training sessions cover topics such as cultural awareness, sensitivity, and competence frameworks. Communication skills workshops focus on verbal and non-verbal communication strategies, including active listening and empathy-building exercises. Role-playing scenarios simulate interactions with patients of various cultural backgrounds to practice culturally sensitive communication. Assessments include observations during role-plays, evaluations of written reflections on cultural competence, and the application of rubrics to measure the integration of culturally sensitive practices in nursing care. Behavior development is assessed based on students' ability to communicate effectively and provide culturally competent care, aligning with the lesson's objectives. The analysis aims to identify strengths and areas for improvement in students' cultural sensitivity and communication skills, guiding adjustments in teaching strategies and curriculum enhancements to optimize learning outcomes.

#### Step 6, Reflection & Evaluation

This lesson plan emphasized developing cultural sensitivity and effective communication skills crucial for providing patient-centered care in diverse healthcare settings. Activities included cultural competency training sessions, communication workshops focusing on verbal and non-verbal communication strategies, and role-playing scenarios with patients from diverse backgrounds. Assessments involved

evaluating students' performance in cultural competence exercises, their ability to apply communication skills effectively in patient interactions, and reflections on cultural sensitivity development. The evaluation process aimed to determine whether students had acquired cultural competence and communication skills necessary for delivering quality nursing care across diverse patient populations. Reflecting on this lesson plan highlighted achievements in fostering cultural awareness and communication proficiency while identifying opportunities to strengthen students' cultural competence further.

In conclusion, this training course consisted of 1) principle, 2) objectives, 3) contents and time, 4) training methods, 5) learning media/resources, and 6) Evaluation. The course evaluation results were at highest level. The training course content covers the nursing career development path, pressure management and work balance-life, cultural ability and communication competency of three basic topics, through effective teaching methods, help students in professional knowledge, professional regulations and practical ability to improve, the nursing professional development, employment direction can have a deeper understanding and grasp, expand their thinking breadth, improve professional ability, and accurate positioning of their own strength, determine career goals, and planning in line with their own actual, operability strong operability career development path. At the end of the course, their employment placement rate has increased significantly, indicating that the course is indeed effective in helping students' career planning and development.

## Chapter 5

### Conclusion Discussion and Recommendations

Research on the development of training course to enhance the career planning competency of nursing students, had objectives of studying were 1) to develop of training course to enhance the career planning competency of nursing students and 2) to compare students' career planning competency, before and after the implementation. The sample group consists of 30 third grade nurses from a class of Weifang Nursing Vocational College in Weifang City, China, who were randomly selected through cluster sampling. The results of the data analysis were as follows:

#### **Conclusion**

According to research on the development of training course to enhance the career planning competency of nursing students, The results revealed the followings:

1. Development of training course to enhance the career planning competency of nursing students, training course to enhance the career planning competency of nursing students which consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) Evaluation. The course evaluation results were at highest level.

2. Comparing students' career planning competency, before and after the implementation. For comparing of their career planning competency before and after implementation, the average score in pre-test evaluation was 80 of full score 120, and in post-test evaluation was 106 of full score 120. It was found that after learning was higher than before learning by statistically at the 0.01 level. That was consistent with the research hypothesis.

#### **Discussion**

Research on the development of training course to enhance the career planning competency of nursing students was conducted in the first semester of the 2023 academic year. It involved the study of career planning competency for



30 nursing students in Weifang Nursing Vocational College using cognitive information processing. The research could be discussed from two parts.

1. Development of training course to enhance the career planning competency of nursing students, from the first result, there were discussion as follows:

The principle of the Career Planning Competency Training Course is to equip nursing students with the skills and knowledge necessary for effective career management. This includes understanding the wide array of career opportunities within the nursing field, honing professional skills, and setting realistic and achievable career goals. Zhang(2020)'s research is consistent with this. The study of Zhang (2020) shows that the career planning ability training course has a significant role in promoting the career development of nursing students. By participating in the course, nursing students can better understand the career opportunities in the nursing field, improve their professional skills, and set practical career goals. This will help nursing students to stand out in the future workplace competition and realize their career ideals.

The objectives of the course are multifaceted. Primarily, it aims to provide nursing students with a comprehensive understanding of career planning and development. Additionally, it seeks to enhance students' awareness of their strengths, weaknesses, and career aspirations. The course also offers practical tools and techniques for career management and aims to build confidence in students to make informed career decisions. Wang (2020)'s research is consistent with this. The study of Wang (2020) shows that nursing students need to improve their professional quality and competitiveness through systematic career planning education and practice. This complements the objectives of this course and further verifies the importance and practical value of this course.

The course content is divided into several modules, each lasting one to two hours. The modules cover topics such as the importance of career planning, self-assessment, goal setting, exploring various career options within nursing, resume writing, job application processes, interview skills, professional development, and strategies for career advancement. These topics are designed to provide a holistic approach to career planning and equip students with the necessary skills for their professional journey. The study in Terese, W.M.S. (2019) is consistent with the curriculum content designed in this paper, both emphasizing the importance of career planning for personal development. Through the study of this course, students will be able to master a complete set of career planning methods and skills to lay a solid foundation for their future development.

Training methods employed in the course include lectures, workshops, group discussions, role-playing, case studies, and guest speakers. These methods are intended to provide both theoretical knowledge and practical skills. Lectures and presentations offer foundational knowledge, while workshops and role-playing provide hands-on practice. Group discussions encourage the exchange of ideas, and guest speakers provide valuable industry insights. Smith (2022) study coincides with the training method used in this paper. His research points out that diversified training methods can effectively improve the learning effect and satisfaction of students, and enhance the effectiveness of the training.

The course utilizes a variety of learning media and resources to enhance the educational experience. These include printed materials, online resources, multimedia presentations, career planning software, and library resources. These diverse materials ensure that students have access to comprehensive information and tools to aid their learning. Jones (2021)'s research is consistent with this. Research by Jones (2021) shows that diverse learning media and resources can effectively improve students' learning experience and effectiveness.

Assessment in the course is conducted through quizzes, tests, assignments, participation, feedback, and a final project. These assessments are designed to evaluate the students' understanding of theoretical concepts, practical skills, and overall engagement with the course material. The final project, which involves presenting a comprehensive career plan, serves as a culmination of the knowledge and skills acquired throughout the course.

The course evaluation results indicate that the training program is highly effective and well-received. Students reported a significant increase in their understanding of career planning concepts and felt more confident in their ability to manage their careers. The course content, training methods, and resources were rated highly, contributing to the overall success of the training program. Brown (2023)'s research is consistent with this. The research Brown (2023).suggests that effective career planning training should include the cultivation of the understanding of career planning concepts, self-awareness, goal setting, planning, and continuous learning. Our training programme covers exactly these aspects, thus achieving good training results.

2. Comparing students' career planning competency, before and after the implementation, from the second result, there were discussion as below.

Once the course content is developed, the next steps are Implementation and Evaluation. The implementation phase involves the actual delivery of the course, organizing logistics like scheduling, securing instructors or speakers, and setting up

necessary resources and technology. Maintaining flexibility to adjust the course based on ongoing feedback is crucial during this phase. The evaluation phase involves gathering and analyzing feedback from students and instructors to assess whether the learning objectives were met, the relevance of the content, and the effectiveness of the teaching methods. Cai (2017)'s research is consistent with this. His research found that the implementation and evaluation phases were critical to the success of the course. Through effective implementation and evaluation, the quality of the course content and the teaching effect can be improved. Therefore, educational institutions should pay attention to the curriculum implementation and evaluation links, and continuously optimize the curriculum design to improve the quality of education.

Additionally, practical outcomes such as improvements in students' career planning abilities, resume creation, interview performance, and overall job market readiness are evaluated. Finally, insights from the evaluation are used for continuous improvement of the course, which might involve updating the content to keep pace with changing industry trends, modifying teaching methods to better engage students, or addressing logistical challenges encountered during implementation. Smithoule.A (2017)'s research is consistent with this. In the Smithoule.A (2017)'s study, the curriculum was constantly updated to ensure that students have up-to-date industry knowledge. At the same time, the teaching methods are also adjusted to attract students to participate more effectively and improve their learning enthusiasm.

Through these steps, developing a training course to enhance the career planning competency of nursing students requires careful planning and execution, focusing on creating relevant, engaging content and a rigorous implementation and evaluation process to ensure the course meets its objectives and effectively aids students in their career planning and development.

## **Recommendation**

With the rapid development of the medical profession, the career planning ability of nursing students is increasingly valued. In order to help nursing students better plan their future career, the researchers propose the following suggestions.

1. By simulating the hospital environment, students can master clinical skills in practical operation and improve their nursing operation ability. At the same time, cultivate students' teamwork ability and communication and coordination ability to prepare for the future workplace.

2. Invite experts to explain the hot topics and frontier trends in the field of nursing, so as to help students to broaden their knowledge and improve their professional quality.

3. Provide one-to-one career development counseling to help students analyze their personal strengths and interests, and develop personalized career development plans.

4. Cultivate students to have good professional etiquette and communication skills, and improve their interpersonal skills in the workplace.

5. Cooperate with local hospitals to provide internship opportunities for students, so that students can exercise their professional ability and accumulate work experience in practical work.

6. Encourage students to participate in vocational skills competitions to improve students' practical ability and competitive awareness.

7. Hold regular career planning seminars, invite enterprise representatives and alumni to share their career development experience, and stimulate students' awareness of career planning.

#### **Suggestions for further research**

1. This study has some limitations in terms of sample size and study scope. For example, some studies focus only on nursing students in specific regions or schools, so the generalizability of their results is limited. To improve the representativeness of the study, future studies should expand the sample size and cover different nursing education institutions in different regions and levels.

2. The current study also has limitations in the implementation and evaluation of the intervention. Many studies lack control or comparator groups, which prevents the researcher to effectively demonstrate the effectiveness of training courses. To overcome this problem, future studies should design more rigorous experimental protocols including control and comparison groups to assess the specific impact of training courses on students' career planning ability.

3. Future studies could explore the impact of different types of training courses on students' career planning abilities, such as career planning workshops, internship experience, career counseling, etc.

4. Future research could focus on the differences in the development of career planning ability among students with different background characteristics, such as age, gender, cultural background, etc.

5. Future research could explore the role and influence of nursing educators in career planning competency development. These studies provide a better understanding of how to improve nursing students' career planning skills and prepare them for their future careers.

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## Appendixes

Appendix A  
List of Specialists and Letters of Specialists Invitation  
for IOC Verification

## List of Experts

### List of Specialists and Letters of Specialists Invitation for IOC Verification

#### Name of Experts

Associate Professor Dr. Jittawisut Wimuttipanya

Bansomdejchaopraya Rajabhat University,  
Ph.D Curriculum and Instruction

Associate Professor Dr. Narongwat Mingmit

Bansomdejchaopraya Rajabhat University,  
Ph.D Education for locality Development

Dr. Mu Aiwei

Kirk University.  
Ph.D Educational Administration

Appendix B  
Official Letter



Ref.No. MHESI 0643.14/125

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

31 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Jittawisut Wimuttipanya

Miss Zhang Weilian is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "The Development of Training Course to Enhance the Career Planning Competency of Nursing Students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Zhang Weilian at [zwl2720@163.com](mailto:zwl2720@163.com)

Thank you for considering our request.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000 ext. 1814  
[www.bsru.ac.th](http://www.bsru.ac.th)



RefNo. MHESI 0643.14/126

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

31 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Narongwat Mingmit

Miss Zhang Weilian is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "The Development of Training Course to Enhance the Career Planning Competency of Nursing Students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Zhang Weilian at [zwl2720@163.com](mailto:zwl2720@163.com)

Thank you for considering our request.

Sincerely,

A handwritten signature in blue ink, appearing to read "A. Asavarutpokin".

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000 ext. 1814  
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RefNo. MHESI0643.14/127

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

31 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr.Mu Aiwei

Miss Zhang Weilian is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "The Development of Training Course to Enhance the Career Planning Competency of Nursing Students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Zhang Weilian at [zwl2720@163.com](mailto:zwl2720@163.com)

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Sincerely,

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Appendix C  
Research Instruments



## Training Course to Enhance the Career Planning Competency of Nursing Students

### 1. Principle

During the whole process of three lessons for nursing students, The teacher will introduce different nursing career paths, highlighting key aspects such as roles, responsibilities, and opportunities and guide students on effective communication techniques and provide case studies or scenarios related to different nursing specializations and teach students how to analyze these cases, focusing on identifying critical elements and underlying principles, and instruct students on how to integrate knowledge from various sources to develop a comprehensive view of nursing career pathways and this includes combining insights from their analyses and discussions, and encourage students to reflect on their personal and professional values and how they align with their chosen career path. Teach the importance of ethical considerations and cultural sensitivity in nursing, and Create simulations or practical activities that mimic real-life nursing scenarios, and guide students in applying their knowledge and skills in these simulated environments, and provide tools for self-reflection and assessment and offer feedback on students' performances and guide them in evaluating their learning experiences and Introduce the concepts of stress, its effects in nursing, and the importance of work-life balance. Guide discussions on personal experiences with stress in nursing settings and

2 Introduce the concepts of stress, its effects in nursing, and the importance of work-life balance. Guide discussions on personal experiences with stress in nursing settings, and present various stress management theories and models. Teach students how to analyze their own stressors and responses, and guide students in integrating knowledge about stress management into a personalized plan or strategy, encourage students to reflect on the importance of mental health and well-being in their nursing practice and personal lives, and facilitate role-playing or simulation exercises that mimic stressful nursing scenarios and

provide tools and guidance for implementing work-life balance strategies, and provide tools for self-reflection and assessment, such as reflective journals or feedback forms. Offer feedback on students' performance and progress, and 3introduce key concepts in cultural competency and effective communication skills in a multicultural nursing context, and present case studies or scenarios that highlight cultural challenges in nursing, and teach students how to analyze these situations considering cultural perspectives, and guide students in integrating knowledge about cultural diversity and communication strategies into comprehensive care plans, and encourage reflection on the importance of cultural sensitivity in nursing and the ethical implications of cultural competency, and facilitate role-playing or simulation exercises to practice communication and cultural competency skills in various scenarios, and provide tools for self-reflection and assessment, like journals or feedback forms, and offer feedback on performance.

## 2. Objectives

1. To enhance the career planning competency of nursing students.
2. To compare students' career planning competency, before and after the implementation.

## 3. Content/Topic and time

Training course to enhance the career planning competency of nursing students took 4 times , 12 hours , details were as follows:

day	time	section
1	08.00 - 12.00	Career Pathways in Nursing
2	08.00 - 12.00	Stress Management and Work-life Balance in Nursing
3	08.00 - 12.00	Cultural and Communication competency

Date/time	Teaching Process	Remark
Day 1	Career Pathways in Nursing	

Date/time	Teaching Process	Remark
8:00-8:10	Introduction to the training course	10 minutes
8:10-8:30	Overview of Nursing Career Pathways 1. Discussion of various nursing roles and settings 2. Brief introduction to specializations	20 minutes
8:30-9:30	Deep Dive into Specializations 1. Exploring nursing specializations 2. Presentation on major nursing specializations, for example, critical care, pediatric, public health nursing. 3. Group activity with identifying interests in specific areas.	1 hour
9:30-9:45	Short break time	15 minutes
9:45-10:45	competency for Career Advancement 1. Key competency and professional development. 2. Workshop on resume building and interview competency. 3. Interactive session on networking in Nursing.	1 hour

Date/time	Teaching Process	Remark
10:45-12:00	Career Planning Workshop 1. Creating personal career plans. 2. Guidance on setting realistic career goals. 3. Group activity with developing individual career plans. 4. Sharing plans and receiving feedback.	1 hour and 15 minutes

Date/time	Teaching Process	Remark
<b>Day2</b>	<b>Stress Management and Work-life Balance in Nursing</b>	
8:00-8:10	Course Introduction	10 minutes
8:10-8:30	Understanding Stress Brief presentation on the nature of stress, its effects in nursing, and the concept of work-life balance.	20 minutes
8:30-9:00	Stress Theories and Models Overview of key stress theories and models relevant to nursing.	30 minutes
9.00-9.30	Interactive Activity with Identifying Personal Stressors Group activity or individual exercise to help students identify their personal stressors, both in the workplace and at home	30 minutes

Date/time	Teaching Process	Remark
9:30-10:30	Stress Management Techniques 1. Learning and practicing stress management. 2. Overview of stress management techniques. 3. Practical session where students practice techniques such as deep breathing, mindfulness, or yoga.	1 hour
10:30-10:45	Short Break	15 minutes
10:45-11:30	Developing Work-life Balance Strategies 1. Workshop on work-life Balance. 2. Discussion and exercises on setting boundaries, time management, and prioritization.	45 minutes
11:30-12:00	Reflection and Wrap-up 1. Group discussion to reflect on what was learned. 2. Feedback and Q&A session.	30 minutes

Date/time	Teaching Process	Remark
Day3	<b>Cultural Competency and Communication competency</b>	
8:00-8:10	Course Introduction	10 minutes
8:10-8:30	Basics of Cultural skill. Definition and key concepts in cultural skill	20 minutes

8:30-9:30	<p>Understanding Cultural Diversity</p> <ol style="list-style-type: none"> <li>1. Presentation on various cultural beliefs and practices related to health and wellness.</li> <li>2. Discussion on the impact of cultural diversity on patient care.</li> <li>3. Group activity: Identifying cultural influences in healthcare scenarios.</li> </ol>	60 minutes
9:30-9:45	Break time	15 minutes
9:45-10:45	<p>Communication Across Cultures</p> <ol style="list-style-type: none"> <li>1. Workshop on cross-cultural communication, including language barriers and non-verbal cues.</li> <li>2. Role-playing exercises to practice Communication competency in culturally diverse scenarios.</li> </ol>	60 minutes
10:45-11:45	<p>Role-Playing and Simulations</p> <ol style="list-style-type: none"> <li>1. Interactive simulations or role-playing scenarios focusing on nurse-patient interactions in various cultural contexts.</li> <li>2. Emphasis on empathy, active listening, and appropriate response strategies.</li> </ol>	60 minutes
11:45-12:00	<p>Reflection and Wrap-up</p> <ol style="list-style-type: none"> <li>1. Group discussion to reflect on key learning and personal experiences.</li> <li>2. Feedback session and Q&amp;A.</li> </ol>	15 minutes

## 4. Training methods

### Lesson plan I

Topic	Career Pathways in Nursing
Objective	To provide nursing students with a comprehensive understanding of the various career paths available in nursing and how to navigate them.
Number of students	30
Teaching Time	4 hours
Lecturer	Zhang Weilian

### Contents

Career Pathways in Nursing

### Objective

1. Students can learn about the breadth of nursing field, including various roles, settings, and specializations. (K)
2. Students can discuss current trends in healthcare and nursing, including the growing importance of telehealth, the impact of technology, and evolving healthcare policies. (K)
3. Students can set realistic and achievable career goals with the competency in nursing, including short-term and long-term planning. (P)

### Main point/Concept

1. **Pathways to Specialization:** Detail the pathways for specializing in different areas of nursing, including required education, certifications, and experience.
2. **Role of Continuing Education in Nursing:** Discuss how ongoing education and professional development are crucial for career advancement and staying current in the field.
3. **Adapting to Healthcare Changes:** Cover how nurses can adapt to the rapidly changing healthcare environment, including technological advancements and policy shifts.



4. **Networking and Professional Growth:** Stress the importance of networking, professional associations, and mentorship in building a successful nursing career.

### **Learning Activity**

There are 6 steps in the training course with cognitive information processing (CIP) as following.

Step 1, Communication (C)

Step 2, Analysis (A)

Step 3, Synthesis (S)

Step 4, Valuing (V)

Step 5, Executing (E)

Step 6, Reflection & Evaluation (R&E)

#### **Step 1, Communication (C)**

1.1 Topic: It focuses on developing students' ability to effectively exchange information ideas, and understand.

1.2 Teaching: The teacher will introduce different nursing career paths, highlighting key aspects such as roles, responsibilities, and opportunities. They will also guide students on effective communication techniques.

1.3 Learning: Students will engage in group discussions, presenting their understanding of various nursing roles. They will learn to articulate their ideas clearly and listen to others' perspectives.

#### **Step 2, Analysis (A)**

2.1 Topic: T Analysis involves breaking down information into parts to understand its structure and find relationships.

2.2 Teaching: Provide case studies or scenarios related to different nursing specializations. Teach students how to analyze these cases, focusing on identifying critical elements and underlying principles.

2.3 Learning: Students will dissect the case studies to understand the challenges and requirements of different nursing roles. They'll learn to identify key components and how they apply to real-world nursing situations.

#### **Step 3, Synthesis (S)**

3.1 Topic: Synthesis is about combining elements and parts to form a coherent whole, building new structures or ideas.

3.2 Teaching: Instruct students on how to integrate knowledge from various sources to develop a comprehensive view of nursing career pathways. This includes combining insights from their analyses and discussions.

3.3 Learning: Students will create a cohesive career plan or a project that incorporates their learning. They'll learn to integrate diverse pieces of information into a practical and personalized career pathway.

#### **Step 4, Valuing (V)**

4.1 Topic: Valuing involves recognizing and understanding the worth or importance of information, ideas, or behaviors.

4.2 Teaching: Encourage students to reflect on their personal and professional values and how they align with their chosen career path. Teach the importance of ethical considerations and cultural sensitivity in nursing.

4.3 Learning: Through reflection and discussion, students will assess how their values align with their career choices. They'll develop an appreciation for the ethical dimensions of nursing.

#### **Step 5, Executing (E)**

5.1 Topic: This step is about applying knowledge in practical settings, demonstrating competency, and implementing plans.

5.2 Teaching: Create simulations or practical activities that mimic real-life nursing scenarios. Guide students in applying their knowledge and competency in these simulated environments.

5.3 Learning: Students will actively engage in simulations or role-playing exercises. They will apply their theoretical knowledge to practical situations, gaining hands-on experience.

#### **Step 6, Reflection & Evaluation (R&E)**

5.1 Topic: This final step involves self-assessment and reflection on the learning process, and evaluating the outcomes.

5.2 Teaching: Provide tools for self-reflection and assessment. Offer feedback on students' performances and guide them in evaluating their learning experiences.

5.3 Learning: Students will reflect on their learning journey, assessing their growth and areas for improvement. They will also receive and provide feedback, understanding the impact of the course on their career planning competency.

## Lesson plan II

<b>Topic</b>	<b>Stress Management and Work-life Balance</b>
<b>Objective</b>	To provide nursing students with a comprehensive understanding of the various stress management and work-life balance available in nursing and how to navigate them.
<b>Number of students</b>	30
<b>Teaching Time</b>	4 hours
<b>Lecturer</b>	Zhang Weilian

### Contents

Stress Management and Work-life Balance

### Objective

1. Students can learn about the nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing. (K)
2. Students can know the signs of burnout, its implications for nurses, patients, and healthcare institutions, and strategies for prevention. (K)
3. Students can develop and refine their own coping mechanisms that are effective in their personal and professional lives. (P)

### Main point/Concept

1. **Nature and Impact of Stress in Nursing:** Emphasize how stress uniquely manifests in the nursing profession and its potential impact on patient care and nurse well-being.
2. **Techniques for Managing Stress:** Cover a range of stress management techniques and how they can be applied in a nursing context.
3. **Building Resilience:** Discuss the concept of resilience in nursing; how to build it, its importance in coping with workplace challenges, and sustaining a long career.
4. **Personal and Professional Well-being:** Stress the interconnection between personal well-being and professional effectiveness, emphasizing the need for self-care and mental health awareness.

5. **Creating a Supportive Work Environment:** Discuss the role of the workplace in supporting nurses' mental health and work-life balance, including policies, culture, and resources.

### **Learning Activity**

There are 6 steps in the training course with cognitive information processing (CIP) as following.

Step 1, Communication (C)

Step 2, Analysis (A)

Step 3, Synthesis (S)

Step 4, Valuing (V)

Step 5, Executing (E)

Step 6, Reflection & Evaluation (R&E)

#### **Step 1, Communication (C)**

1.1 Topic: This step focuses on developing and enhancing students' ability to share, interpret, and understand information and ideas effectively.

1.2 Teaching: Introduce the concepts of stress, its effects in nursing, and the importance of work-life balance. Guide discussions on personal experiences with stress in nursing settings.

1.3 Learning: Students will engage in group discussions, presenting their understanding of various nursing roles. They will learn to articulate their ideas clearly and listen to others' perspectives.

#### **Step 2, Analysis (A)**

2.1 Topic: Analysis involves breaking down information into parts to examine and understand it better.

2.2 Teaching: Present various stress management theories and models. Teach students how to analyze their own stressors and responses.

2.3 Learning: Students will identify and analyze personal stressors and stress responses, learning to recognize patterns and triggers in their professional and personal lives.

#### **Step 3, Synthesis (S)**

3.1 Topic: Synthesis is the process of combining ideas and information to create a coherent whole.

3.2 Teaching: Guide students in integrating knowledge about stress management into a personalized plan or strategy.

3.3 Learning: Students will create personalized stress management and work-life balance plans, synthesizing the learned theories and personal insights.

**Step 4, Valuing (V)**

4.1 Topic: Valuing involves recognizing the importance and worth of information, behaviors, and attitudes.

4.2 Teaching: Encourage students to reflect on the importance of mental health and well-being in their nursing practice and personal lives.

4.3 Learning: Students will engage in self-reflection, understanding the value of stress management and work-life balance, and how these impact their professional effectiveness and personal well-being.

**Step 5, Executing (E)**

5.1 Topic: This step is about applying learned knowledge and competency in practical settings.

5.2 Teaching: Facilitate role-playing or simulation exercises that mimic stressful nursing scenarios. Provide tools and guidance for implementing work-life balance strategies.

5.3 Learning: Students will practice applying stress management techniques and work-life balance strategies in simulated environments, gaining practical competency and confidence.

**Step 6, Reflection & Evaluation (R&E)**

5.1 Topic: This step involves self-assessment and thoughtful consideration of the learning process and outcomes.

5.2 Teaching: Provide tools for self-reflection and assessment, such as reflective journals or feedback forms. Offer feedback on students' performance and progress.

5.3 Learning: Students will reflect on their learning journey, evaluate their stress management plans, and assess their growth in understanding and applying the course concepts.

### Lesson plan III

Topic	Cultural Competency and Communication competency
Objective	To provide nursing students with a comprehensive understanding of the various cultural skill and communication available in nursing and how to navigate them.
Number of students	30
Teaching Time	4 hours
Lecturer	Zhang Weilian

#### Contents

Cultural Competency and Communication competency

#### Objective

1. Students can learn about a comprehensive understanding of what cultural competency means in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences. (K)
2. Students can know the ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care. (K)
3. Students can develop ongoing self-reflection and assessment to continuously improve cultural competency competency. (P)

#### Main point/Concept

1. **Cultural Awareness and Sensitivity:** Emphasize the importance of being aware of one's own cultural biases and the impact these can have on patient care.
2. **Effective Cross-Cultural Communication:** Highlight strategies for overcoming language barriers and cultural misunderstandings, and the importance of clear, respectful communication.
3. **Patient-Centered Care in a Multicultural Context:** Focus on providing care that respects and responds to the individual patient's culture, beliefs, and preferences.

4. **Team Collaboration and Diversity:** Discuss the significance of working effectively in diverse healthcare teams and learning from colleagues with different cultural backgrounds.

### **Learning Activity**

There are 6 steps in the training course with cognitive information processing (CIP) as following.

Step 1, Communication (C)

Step 2, Analysis (A)

Step 3, Synthesis (S)

Step 4, Valuing (V)

Step 5, Executing (E)

Step 6, Reflection & Evaluation (R&E)

#### **Step 1, Communication (C)**

1.1 Topic: This step focuses on enhancing the ability to effectively exchange information, ideas, and understanding.

1.2 Teaching: Introduce key concepts in cultural competency and effective communication competency in a multicultural nursing context.

1.3 Learning: Students will participate in discussions and exercises aimed at improving communication competency, especially in culturally diverse settings. They will learn to articulate ideas clearly and listen actively.

#### **Step 2, Analysis (A)**

2.1 Topic: Analysis involves breaking down information into parts to understand structures and relationships.

2.2 Teaching: Present case studies or scenarios that highlight cultural challenges in nursing. Teach students how to analyze these situations considering cultural perspectives.

2.3 Learning: Students will dissect case studies to understand the influence of culture on health behaviors and communication. They'll learn to identify key cultural elements affecting nursing care.

#### **Step 3, Synthesis (S)**

3.1 Topic: Synthesis is the process of combining ideas to form a coherent whole, constructing new understanding.

3.2 Teaching: Guide students in integrating knowledge about cultural diversity and communication strategies into comprehensive care plans.

3.3 Learning: Students will create care plans or strategies that incorporate cultural competency and effective communication, synthesizing the learned theories with practical application.

#### **Step 4, Valuing (V)**

4.1 Topic: Valuing involves recognizing the importance and worth of information, behaviors, and attitudes.

4.2 Teaching: Encourage reflection on the importance of cultural sensitivity in nursing and the ethical implications of cultural competency.

4.3 Learning: Through reflection and discussions, students will understand the value of cultural competence in nursing and develop a deeper appreciation for diversity and its impact on patient care.

#### **Step 5, Executing (E)**

5.1 Topic: This step is about applying knowledge in practical settings, demonstrating learned competency.

5.2 Teaching: Facilitate role-playing or simulation exercises to practice communication and cultural competency competency in various scenarios.

5.3 Learning: Students will apply their theoretical knowledge to practical situations through simulations, gaining hands-on experience in culturally competent communication.

#### **Step 6, Reflection & Evaluation (R&E)**

5.1 Topic: This step involves self-assessment and thoughtful consideration of the learning process and outcomes.

5.2 Teaching: Provide tools for self-reflection and assessment, like journals or feedback forms, and offer feedback on performance.

5.3 Learning: Students will reflect on their learning journey, evaluate their understanding and application of cultural competency and communication competency, and assess areas for further growth.

## **5. Media/learning resources**

### **Lesson Plan 1**

1. Textbooks: Provide relevant text and reference books that introduce the theory and practice of the career planning competency from training course.

2. Presentation Lectures: Prepare presentation or recorded lectures for students to study and review before class.

3. Group Discussion Materials: Prepare some relevant training cases and materials for students to discuss.



### Lesson Plan 2

1. Textbooks: Provide relevant text and reference books that introduce the theory and practice of the career planning competency from training course.
2. Presentation Lectures: Prepare presentation or recorded lectures for students to study and review before class.
3. Group Discussion Materials: Prepare some relevant training cases and materials for students to discuss.

### Lesson Plan 3

1. Textbooks: Provide relevant text and reference books that introduce the theory and practice of the career planning competency from training course.
2. Presentation Lectures: Prepare presentation or recorded lectures for students to study and review before class.
3. Group Discussion Materials: Prepare some relevant training cases and materials for students to discuss.

## 6. Evaluation

### Lesson Plan1

1. **Quizzes and Tests.** Multiple choice, true/false, and short answer questions at the end of each major topic or module.
2. **Case Study Analysis.** Written analysis of provided case studies, requiring students to identify issues, propose solutions, and reflect on nursing role relevant to the case at mid-course or as part of final assessment.
3. **Group Projects and Presentations.** Group research on a specific nursing career path, culmination in a presentation or report at once or twice throughout the course, possibly as a mid-term or end-of-term project.

### Lesson Plan2

1. **Quizzes and Tests.** Multiple choice, true/false, and short answer questions at the end of each major topic or module.
2. **Case Study Analysis.** Written analysis of provided case studies, requiring students to identify issues, propose solutions, and reflect on nursing role relevant to the case at mid-course or as part of final assessment.
3. **Group Projects and Presentations.** Group research on a specific stress management and work-life balance, culmination in a presentation or report at once or twice throughout the course, possibly as a mid-term or end-of-term project.

### Lesson Plan3

1. **Quizzes and Tests.** Multiple choice, true/false, and short answer questions at the end of each major topic or module.

2. **Case Study Analysis.** Written analysis of provided case studies, requiring students to identify issues, propose solutions, and reflect on nursing role relevant to the case at mid-course or as part of final assessment.

3. **Group Projects and Presentations.** Group research on a specific cultural competency and communication competency, culmination in a presentation or report at once or twice throughout the course, possibly as a mid-term or end-of-term project.



## Career Pathways in

## Nursing

### 1. Principle

During the whole process of the first lesson for nursing students, The teacher will introduce different nursing career paths, highlighting key aspects such as roles, responsibilities, and opportunities and guide students on effective communication techniques and provide case studies or scenarios related to different nursing specializations and teach students how to analyze these cases, focusing on identifying critical elements and underlying principles, and instruct students on how to integrate knowledge from various sources to develop a comprehensive view of nursing career pathways and this includes combining insights from their analyses and discussions, and encourage students to reflect on their personal and professional values and how they align with their chosen career path. Teach the importance of ethical considerations and cultural sensitivity in nursing, and Create simulations or practical activities that mimic real-life nursing scenarios, and guide students in applying their knowledge and skills in these simulated environments, and Provide tools for self-reflection and assessment and offer feedback on students' performances and guide them in evaluating their learning experiences and Introduce the concepts of stress, its effects in nursing, and the importance of work-life balance. Guide discussions on personal experiences with stress in nursing settings.

## 2. Objectives

1. Students can learn about the breadth of nursing field, including various roles, settings, and specializations. (K)

2. Students can discuss current trends in healthcare and nursing, including the growing importance of telehealth, the impact of technology, and evolving healthcare policies. (K)

3. Students can set realistic and achievable career goals with the skills in nursing, including short-term and long-term planning. (P)

## 3. Content/Topic and time

Training course to enhance the career planning competency of nursing students, took 4 times , 12 hours , details were as follows:

Date/time	Teaching Process	Remark
Day 1	Career Pathways in Nursing	
8:00-8:10	Introduction to the training course	10 minutes
8:10-8:30	Overview of Nursing Career Pathways 1. Discussion of various nursing roles and settings 2. Brief introduction to specializations	20minutes
8:30-9:30	Deep Dive into Specializations 1. Exploring nursing specializations 2. Presentation on major nursing specializations, for example, critical care, pediatric, public health nursing. 3. Group activity with identifying interests in specific areas.	1 hour

Date/time	Teaching Process	Remark
9:30-9:45	Short break time	15 minutes
9:45-10:45	competency for Career Advancement 1. Key competency and professional development. 2. Workshop on resume building and interview competency. 3. Interactive session on networking in Nursing.	1 hour
10:45-12:00	Career Planning Workshop 1. Creating personal career plans. 2. Guidance on setting realistic career goals. 3. Group activity with developing individual career plans. 4. Sharing plans and receiving feedback.	1 hour and 15 minutes

#### 4. Training methods

Topic	Career Pathways in Nursing
Objective	To provide nursing students with a comprehensive understanding of the various career paths available in nursing and how to navigate them.
Number of students	30
Teaching Time	4 hours
Lecturer	Zhang Weilian

#### Contents

## Career Pathways in Nursing

### Objective

1. Students can learn about the breadth of nursing field, including various roles, settings, and specializations. (K)
2. Students can discuss current trends in healthcare and nursing, including the growing importance of telehealth, the impact of technology, and evolving healthcare policies. (K)
3. Students can set realistic and achievable career goals with the competency in nursing, including short-term and long-term planning. (P)

### Main point/Concept

1. **Pathways to Specialization:** Detail the pathways for specializing in different areas of nursing, including required education, certifications, and experience.
2. **Role of Continuing Education in Nursing:** Discuss how ongoing education and professional development are crucial for career advancement and staying current in the field.
3. **Adapting to Healthcare Changes:** Cover how nurses can adapt to the rapidly changing healthcare environment, including technological advancements and policy shifts.
4. **Networking and Professional Growth:** Stress the importance of networking, professional associations, and mentorship in building a successful nursing career.

### Learning Activity

There are 6 steps in the training course with cognitive information processing (CIP) as following.

- Step 1, Communication (C)
- Step 2, Analysis (A)
- Step 3, Synthesis (S)
- Step 4, Valuing (V)
- Step 5, Executing (E)
- Step 6, Reflection & Evaluation (R&E)

#### Step 1, Communication (C)

1.1 Topic: It focuses on developing students' ability to effectively exchange information ideas, and understand.

1.2 Teaching: The teacher will introduce different nursing career paths, highlighting key aspects such as roles, responsibilities, and opportunities. They will also guide students on effective communication techniques.

1.3 Learning: Students will engage in group discussions, presenting their understanding of various nursing roles. They will learn to articulate their ideas clearly and listen to others' perspectives.

### **Step 2, Analysis (A)**

2.1 Topic: Analysis involves breaking down information into parts to understand its structure and find relationships.

2.2 Teaching: Provide case studies or scenarios related to different nursing specializations. Teach students how to analyze these cases, focusing on identifying critical elements and underlying principles.

2.3 Learning: Students will dissect the case studies to understand the challenges and requirements of different nursing roles. They'll learn to identify key components and how they apply to real-world nursing situations.

### **Step 3, Synthesis (S)**

3.1 Topic: Synthesis is about combining elements and parts to form a coherent whole, building new structures or ideas.

3.2 Teaching: Instruct students on how to integrate knowledge from various sources to develop a comprehensive view of nursing career pathways. This includes combining insights from their analyses and discussions.

3.3 Learning: Students will create a cohesive career plan or a project that incorporates their learning. They'll learn to integrate diverse pieces of information into a practical and personalized career pathway.

### **Step 4, Valuing (V)**

4.1 Topic: Valuing involves recognizing and understanding the worth or importance of information, ideas, or behaviors.

4.2 Teaching: Encourage students to reflect on their personal and professional values and how they align with their chosen career path. Teach the importance of ethical considerations and cultural sensitivity in nursing.

4.3 Learning: Through reflection and discussion, students will assess how their values align with their career choices. They'll develop an appreciation for the ethical dimensions of nursing.

### **Step 5, Executing (E)**

5.1 Topic: This step is about applying knowledge in practical settings, demonstrating competency, and implementing plans.

5.2 Teaching: Create simulations or practical activities that mimic real-life nursing scenarios. Guide students in applying their knowledge and competency in these simulated environments.

5.3 Learning: Students will actively engage in simulations or role-playing exercises. They will apply their theoretical knowledge to practical situations, gaining hands-on experience.

### **Step 6, Reflection & Evaluation (R&E)**

5.1 Topic: This final step involves self-assessment and reflection on the learning process, and evaluating the outcomes.

5.2 Teaching: Provide tools for self-reflection and assessment. Offer feedback on students' performances and guide them in evaluating their learning experiences.

5.3 Learning: Students will reflect on their learning journey, assessing their growth and areas for improvement. They will also receive and provide feedback, understanding the impact of the course on their career planning competency.

## **5. Media/learning resources**

### **Lesson Plan 1**

1. Textbooks: Provide relevant text and reference books that introduce the theory and practice of the career planning competency from training course.

2. Presentation Lectures: Prepare presentation or recorded lectures for students to study and review before class.

3. Group Discussion Materials: Prepare some relevant training cases and materials for students to discuss.

## **6. Evaluation**

1. **Quizzes and Tests.** Multiple choice, true/false, and short answer questions at the end of each major topic or module.

2. **Case Study Analysis.** Written analysis of provided case studies, requiring students to identify issues, propose solutions, and reflect on nursing role relevant to the case at mid-course or as part of final assessment.

3. **Group Projects and Presentations.** Group research on a specific nursing career path, culmination in a presentation or report at once or twice throughout the course, possibly as a mid-term or end-of-term project.

## Assessment form for Validity of Career Pathways in Nursing lesson plan

**Research Title:** The development of Training Course to Enhance the Career Planning Competency of Nursing Students

### Research Objectives:

1. To develop of training course to enhance the career planning competency of nursing students.
2. To compare students' career planning competency, before and after the implementation is a training based on the information processing method.

### Directions:

Please assess the congruence between components of lesson plan based on Problem Based Learning model by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
1	Introducing different nursing career paths arrange the content from easy to difficult.				
2	The Training Course encourages students to do group discussions.				
3	Provide case studies or scenarios related to different nursing specializations.				
4	Teach students how to analyze these cases, focusing on identifying critical elements and underlying principles.				



No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
5	Instruct students on how to integrate knowledge from various sources to develop a comprehensive view of nursing career pathways.				
6	create a cohesive career plan or a project that incorporates their learning.				
7	Encourage students to reflect on their personal and professional values and how they align with their chosen career path.				
8	Teach the importance of ethical considerations and cultural sensitivity in nursing.				
9	Create simulations or practical activities that mimic real-life nursing scenarios.				
10	Guide students in applying their knowledge and skills in these simulated environments.				
11	Provide tools for self-reflection and assessment.				
12	Offer feedback on students' performances and guide them in evaluating their learning experiences.				

Sign.....Assessor

(.....)

Date...../...../.....

## Assessment form for Validity of Career Pathways test

### Directions:

Please check the correspondence/appropriateness of the variables to be investigated against the definition of learning achievement. Please put a "v" in the box to assess the consistency of learning achievement variable among third -year of undergrad students based on the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No	Assessment Program	expert			suggestion
		+1	0	-1	
<b>Career Pathways in Nursing</b>					
	<b>1. Which of the following is a primary role of a Nurse Practitioner?</b> a) Basic patient care b) Administrative duties <b>c) Advanced practice care</b> d) Teaching nursing students				
	<b>2. A nurse who specializes in caring for patients with cancer is known as a:</b> a) Pediatric Nurse <b>b) Oncology Nurse</b> c) Public Health Nurse d) Geriatric Nurse				
	<b>3. Which degree is typically required for a Registered Nurse (RN) to practice?</b> <b>a) Associate Degree in Nursing (ADN)</b> b) Bachelor's Degree in Biology c) Master of Public Health (MPH) d) Doctor of Medicine (MD)				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p>4. Which of the following is a focus area of a Public Health Nurse?</p> <p>a) Operating room procedures  <b>b) Community health education</b>  c) Intensive care unit management  d) Neonatal care</p>				
	<p>5. Clinical Nurse Specialists typically:</p> <p>a) Provide general care to patients in hospitals  b) Focus on administrative tasks only  <b>c) Specialize in a specific area of nursing</b>  d) Work exclusively in nursing schools</p>				
	<p>6. A Master of Science in Nursing (MSN) degree is required for which role?</p> <p>a) <b>Nurse Practitioner</b>  b) Licensed Practical Nurse  c) Certified Nursing Assistant  d) Registered Nurse</p>				
	<p>7. Which role is most likely to involve research and policy-making in nursing?</p> <p>a) Nurse Educator  b) Clinical Nurse  <b>c) Nurse Administrator</b>  d) Pediatric Nurse</p>				
	<p>8. A nurse working in a school setting is typically known as a:</p> <p>a) <b>School Nurse</b>  b) Community Health Nurse  c) Pediatric Nurse  d) Public Health Nurse</p>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
9.	<p>Which nursing role often requires a Doctor of Nursing Practice (DNP) degree?</p> <p>a) Nurse Practitioner</p> <p>b) Registered Nurse</p> <p>c) Nursing Assistant</p> <p>d) Licensed Vocational Nurse</p>				
10.	<p>Nurse Anesthetists are specialized in:</p> <p>a) Patient counseling</p> <p><b>b) Administering anesthesia</b></p> <p>c) Wound care</p> <p>d) Neonatal care</p>				
11.	<p>A nursing role primarily focused on care coordination and health education in community settings is a:</p> <p>a) Hospital Nurse</p> <p><b>b) Public Health Nurse</b></p> <p>c) School Nurse</p> <p>d) Nurse Practitioner</p>				
12.	<p>Which of the following specialties is a focus for a Geriatric Nurse?</p> <p>a) Newborn babies</p> <p>b) Cancer patients</p> <p><b>c) Elderly patients</b></p> <p>d) Surgical patients</p>				
13.	<p>What is a primary role of a Nurse Administrator?</p> <p>a) Direct patient care</p> <p>b) Teaching nursing students</p> <p><b>c) Managing nursing staff and operations</b></p> <p>d) Conducting medical research</p>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p><b>14. A Forensic Nurse primarily deals with:</b></p> <p>a) Community health issues  b) Patients needing surgery  <b>c) Legal and medical investigations</b>  d) Neonatal care</p>				
	<p><b>15. Which nursing role focuses on teaching future nurses?</b></p> <p>a) <b>Nurse Educator</b>  b) Clinical Nurse Specialist  c) Nurse Practitioner  d) Nurse Administrator</p>				
	<p><b>16. What is the primary role of a Labor and Delivery Nurse?</b></p> <p>a) <b>Providing care during childbirth</b>  b) Caring for elderly patients  c) Performing surgeries  d) Teaching childbirth classes</p>				
	<p><b>17. A Nurse Midwife is specialized in:</b></p> <p>a) General surgery assistance  <b>b) Providing care during pregnancy and childbirth</b>  c) Community health education  d) Pediatric care</p>				
	<p><b>18. Which degree is typically a prerequisite for becoming a Nurse Educator?</b></p> <p>a) Bachelor of Science in Nursing (BSN)  <b>b) Master of Science in Nursing (MSN)</b>  c) Associate Degree in Nursing (ADN)  d) Bachelor of Arts in Healthcare Management</p>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p>19. In which setting would a Hospice Nurse primarily work?</p> <p>a) Schools</p> <p>b) Community health centers</p> <p>c) Hospitals</p> <p><b>d) Home care for terminally ill patients</b></p>				
	<p>20. Pediatric Nurses specialize in care for:</p> <p>a) Elderly patients</p> <p>b) Teenagers and adults</p> <p><b>c) Newborns and children</b></p> <p>d) Surgical patients</p>				



## Stress Management and Work-life Balance in Nursing

### 1. Principle

During the whole process of the second lesson for nursing students, The teacher will introduce the concepts of stress, its effects in nursing, and the importance of work-life balance. Guide discussions on personal experiences with stress in nursing settings, and present various stress management theories and models. Teach students how to analyze their own stressors and responses, and guide students in integrating knowledge about stress management into a personalized plan or strategy, encourage students to reflect on the importance of mental health and well-being in their nursing practice and personal lives, and facilitate role-playing or simulation exercises that mimic stressful nursing scenarios and provide tools and guidance for implementing work-life balance strategies, and provide tools for self-reflection and assessment, such as reflective journals or feedback forms. Offer feedback on students' performance and progress.

### 2. Objectives

1. Students can learn about the nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing. (K)
2. Students can know the signs of burnout, its implications for nurses, patients, and healthcare institutions, and strategies for prevention. (K)
3. Students can develop and refine their own coping mechanisms that are effective in their personal and professional lives. (P)

### 3. Content/Topic and time

Training course to Stress Management and Work-life Balance in Nursing took 4 hours , details were as follows:

Date/time	Teaching Process	Remark
Day2	<b>Stress Management and Work-life Balance in Nursing</b>	
8:00-8:10	Course Introduction	10 minutes
8:10-8:30	Understanding Stress Brief presentation on the nature of stress, its effects in nursing, and the concept of work-life balance.	20 minutes
8:30-9:00	Stress Theories and Models Overview of key stress theories and models relevant to nursing.	30 minutes
9.00-9.30	Interactive Activity with Identifying Personal Stressors Group activity or individual exercise to help students identify their personal stressors, both in the workplace and at home	30 minutes
9:30-10:30	Stress Management Techniques 1. Learning and practicing stress management. 2. Overview of stress management techniques. 3. Practical session where students practice techniques such as deep breathing, mindfulness, or yoga.	1 hour
10:30-10:45	Short Break	15 minutes
10:45-11:30	Developing Work-life Balance Strategies 1. Workshop on work-life Balance. 2. Discussion and exercises on setting boundaries, time management, and prioritization.	45 minutes
10:30-12:00	Reflection and Wrap-up 1. Group discussion to reflect on what was learned. 2. Feedback and Q&A session.	30 minutes



## 4. Training methods

Topic	Stress Management and Work-life Balance
Objective	To provide nursing students with a comprehensive understanding of the various stress management and work-life balance available in nursing and how to navigate them.
Number of students	30
Teaching Time	4 hours
Lecturer	Zhang Weilian

### Contents

Stress Management and Work-life Balance

### Objective

1. Students can learn about the nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing. (K)
2. Students can know the signs of burnout, its implications for nurses, patients, and healthcare institutions, and strategies for prevention. (K)
3. Students can develop and refine their own coping mechanisms that are effective in their personal and professional lives. (P)

### Main point/Concept

1. **Nature and Impact of Stress in Nursing:** Emphasize how stress uniquely manifests in the nursing profession and its potential impact on patient care and nurse well-being.
2. **Techniques for Managing Stress:** Cover a range of stress management techniques and how they can be applied in a nursing context.
3. **Building Resilience:** Discuss the concept of resilience in nursing; how to build it, its importance in coping with workplace challenges, and sustaining a long career.

4. **Personal and Professional Well-being:** Stress the interconnection between personal well-being and professional effectiveness, emphasizing the need for self-care and mental health awareness.

5. **Creating a Supportive Work Environment:** Discuss the role of the workplace in supporting nurses' mental health and work-life balance, including policies, culture, and resources.

### **Learning Activity**

There are 6 steps in the training course with cognitive information processing (CIP) as following.

Step 1, Communication (C)

Step 2, Analysis (A)

Step 3, Synthesis (S)

Step 4, Valuing (V)

Step 5, Executing (E)

Step 6, Reflection & Evaluation (R&E)

#### **Step 1, Communication (C)**

1.1 Topic: This step focuses on developing and enhancing students' ability to share, interpret, and understand information and ideas effectively.

1.2 Teaching: Introduce the concepts of stress, its effects in nursing, and the importance of work-life balance. Guide discussions on personal experiences with stress in nursing settings.

1.3 Learning: Students will engage in group discussions, presenting their understanding of various nursing roles. They will learn to articulate their ideas clearly and listen to others' perspectives.

#### **Step 2, Analysis (A)**

2.1 Topic: Analysis involves breaking down information into parts to examine and understand it better.

2.2 Teaching: Present various stress management theories and models. Teach students how to analyze their own stressors and responses.

2.3 Learning: Students will identify and analyze personal stressors and stress responses, learning to recognize patterns and triggers in their professional and personal lives.

#### **Step 3, Synthesis (S)**

3.1 Topic: Synthesis is the process of combining ideas and information to create a coherent whole.

3.2 Teaching: Guide students in integrating knowledge about stress management into a personalized plan or strategy.

3.3 Learning: Students will create personalized stress management and work-life balance plans, synthesizing the learned theories and personal insights.

#### **Step 4, Valuing (V)**

4.1 Topic: Valuing involves recognizing the importance and worth of information, behaviors, and attitudes.

4.2 Teaching: Encourage students to reflect on the importance of mental health and well-being in their nursing practice and personal lives.

4.3 Learning: Students will engage in self-reflection, understanding the value of stress management and work-life balance, and how these impact their professional effectiveness and personal well-being.

#### **Step 5, Executing (E)**

5.1 Topic: This step is about applying learned knowledge and competency in practical settings.

5.2 Teaching: Facilitate role-playing or simulation exercises that mimic stressful nursing scenarios. Provide tools and guidance for implementing work-life balance strategies.

5.3 Learning: Students will practice applying stress management techniques and work-life balance strategies in simulated environments, gaining practical competency and confidence.

#### **Step 6, Reflection & Evaluation (R&E)**

5.1 Topic: This step involves self-assessment and thoughtful consideration of the learning process and outcomes.

5.2 Teaching: Provide tools for self-reflection and assessment, such as reflective journals or feedback forms. Offer feedback on students' performance and progress.

5.3 Learning: Students will reflect on their learning journey, evaluate their stress management plans, and assess their growth in understanding and applying the course concepts.

## **5. Media/learning resources**

1. Textbooks: Provide relevant text and reference books that introduce the theory and practice of the career planning competency from training course.

2. **Presentation Lectures:** Prepare presentation or recorded lectures for students to study and review before class.

3. **Group Discussion Materials:** Prepare some relevant training cases and materials for students to discuss.

## 6. Evaluation

1. **Quizzes and Tests.** Multiple choice, true/false, and short answer questions at the end of each major topic or module.

2. **Case Study Analysis.** Written analysis of provided case studies, requiring students to identify issues, propose solutions, and reflect on nursing role relevant to the case at mid-course or as part of final assessment.

3. **Group Projects and Presentations.** Group research on a specific stress management and work-life balance, culmination in a presentation or report at once or twice throughout the course, possibly as a mid-term or end-of-term project.

## Assessment form for Validity of Stress Management and Work-life Balance

**Research Title:** The development of training course to enhance the career planning competency of Nursing students

**Research Objectives:**

1. To develop of training course to enhance the career planning competency of nursing students.
2. To compare students' career planning competency, before and after the implementation is a training based on the information processing method.

**Directions:**

Please assess the congruence between components of lesson plan based on Problem Based Learning model by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
1	Introduce the concepts of stress, its effects in nursing, and the importance of work-life balance.				
2	Guide discussions on personal experiences with stress in nursing settings.				
3	Present various stress management theories and models				
4	Teach students how to analyze their own stressors and responses.				
5	Guide students in integrating knowledge about stress management into a personalized plan or strategy				

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
6	create personalized stress management and work-life balance plans, synthesizing the learned theories and personal insights.				
7	Encourage students to reflect on the importance of mental health and well-being in their nursing practice and personal lives.				
8	Students will engage in self-reflection, understanding the value of stress management and work-life balance				
9	Facilitate role-playing or simulation exercises that mimic stressful nursing scenarios.				
10	Provide tools and guidance for implementing work-life balance strategies.				
11	Provide tools for self-reflection and assessment, such as reflective journals or feedback forms. Offer feedback on students' performance and progress.				
12	Students will reflect on their learning journey, evaluate their stress management plans				

Sign.....Assessor  
 (.....)  
 Date...../...../.....

## Assessment form for Validity of Stress Management and Work-life Balance test

### Directions:

Please check the correspondence/appropriateness of the variables to be investigated against the definition of learning achievement. Please put a "v" in the box to assess the consistency of learning achievement variable among third -year of undergrad students based on the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No	Assessment Program	expert			suggestion
		+1	0	-1	
<b>Stress Management and Work-life Balance</b>					
	<b>1. Effective stress management in nursing is crucial for:</b> a) Increasing workload <b>b) Enhancing patient care</b> c) Reducing teamwork d) Increasing medical errors				
	<b>2. Which technique is commonly used for stress reduction in nursing?</b> a) Multitasking <b>b) Deep breathing exercises</b> c) Avoiding breaks d) Increasing caffeine intake				
	<b>3. Work-life balance in nursing is important to:</b> a) Increase working hours <b>b) Prevent burnout</b> c) Decrease patient interaction d) Limit career opportunities				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p>4. Which of the following is a sign of burnout in nurses?</p> <p>a) Increased job satisfaction</p> <p><b>b) Emotional exhaustion</b></p> <p>c) Decreased workload</p> <p>d) Enhanced personal achievement</p>				
	<p>5. Mindfulness meditation can help nurses to:</p> <p>a) Increase stress</p> <p><b>b) Improve concentration</b></p> <p>c) Reduce empathy</p> <p>d) Ignore work problems</p>				
	<p>6. A healthy work-life balance for nurses includes:</p> <p>a) Working overtime regularly</p> <p>b) Neglecting personal health</p> <p><b>c) Adequate rest and recreation</b></p> <p>d) Avoiding social interactions</p>				
	<p>7. Which of these is a common physical symptom of stress in nursing?</p> <p>a) Lowered heart rate</p> <p><b>b) Frequent headaches</b></p> <p>c) Increased energy levels</p> <p>d) Decreased blood pressure</p>				
	<p>8. Setting clear boundaries at work helps nurses to:</p> <p>a) Increase work pressure</p> <p>b) Reduce professional efficiency</p> <p><b>c) Manage stress</b></p> <p>d) Avoid teamwork</p>				



No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p><b>9. Regular physical activity benefits nurses by:</b></p> <ul style="list-style-type: none"> <li>a) Reducing their ability to focus</li> <li>b) Increasing fatigue</li> <li><b>c) Lowering stress levels</b></li> <li>d) Increasing work-related injuries</li> </ul>				
	<p><b>10. Effective time management in nursing can lead to:</b></p> <ul style="list-style-type: none"> <li>a) Increased stress</li> <li><b>b) Better work-life balance</b></li> <li>c) Reduced patient care</li> <li>d) Longer working hours</li> </ul>				
	<p><b>11. Prioritizing self-care for nurses is important for:</b></p> <ul style="list-style-type: none"> <li>a) Reducing job performance</li> <li><b>b) Enhancing patient outcomes</b></li> <li>c) Increasing personal neglect</li> <li>d) Decreasing job satisfaction</li> </ul>				
	<p><b>12. Delegation of tasks in nursing practice can help in:</b></p> <ul style="list-style-type: none"> <li>a) Increasing individual workload</li> <li><b>b) Reducing stress</b></li> <li>c) Lowering teamwork</li> <li>d) Decreasing patient care quality</li> </ul>				
	<p><b>13. Seeking support from colleagues can assist nurses in:</b></p> <ul style="list-style-type: none"> <li>a) Enhancing stress</li> <li>b) Reducing professional relationships</li> <li><b>c) Managing challenging situations</b></li> <li>d) Avoiding responsibilities</li> </ul>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p>14. Workplace wellness programs for nurses are designed to:</p> <ul style="list-style-type: none"> <li>a) Increase employee turnover</li> <li><b>b) Improve health and well-being</b></li> <li>c) Decrease job satisfaction</li> <li>d) Encourage longer working hours</li> </ul>				
	<p>15. A balanced diet contributes to stress management by:</p> <ul style="list-style-type: none"> <li>a) Increasing fatigue</li> <li>b) Lowering energy levels</li> <li><b>c) Improving overall health</b></li> <li>d) Reducing concentration</li> </ul>				
	<p>16. How can mindfulness be beneficial in nursing practice?</p> <ul style="list-style-type: none"> <li>a) By decreasing awareness</li> <li>b) By increasing stress reaction</li> <li><b>c) By enhancing present-moment awareness</b></li> <li>d) By reducing empathy for patients</li> </ul>				
	<p>17. Nurses maintaining social connections outside of work can:</p> <ul style="list-style-type: none"> <li>a) Decrease their work performance</li> <li>b) Increase feelings of isolation</li> <li><b>c) Improve their emotional well-being</b></li> <li>d) Lead to professional conflicts</li> </ul>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p>18. What role does adequate sleep play in a nurse's life?</p> <p>a) It reduces focus and alertness</p> <p><b>b) It contributes to stress management</b></p> <p>c) It decreases energy levels</p> <p>d) It is unrelated to job performance</p>				
	<p>19. Yoga can be an effective tool for nurses to:</p> <p>a) Decrease flexibility</p> <p>b) Increase stress levels</p> <p><b>c) Manage stress and enhance relaxation</b></p> <p>d) Reduce professionalism</p>				
	<p>20. Acknowledging personal achievements and strengths is important for nurses to:</p> <p>a) Increase self-doubt</p> <p><b>b) Enhance self-esteem and resilience</b></p> <p>c) Reduce job satisfaction</p> <p>d) Avoid career development</p>				



## Cultural and Communication competency

### 1. Principle

During the whole process of the third lesson for nursing students, The teacher will introduce key concepts in cultural competency and effective communication skills in a multicultural nursing context, and present case studies or scenarios that highlight cultural challenges in nursing, and teach students how to analyze these situations considering cultural perspectives, and guide students in integrating knowledge about cultural diversity and communication strategies into comprehensive care plans, and encourage reflection on the importance of cultural sensitivity in nursing and the ethical implications of cultural competency, and facilitate role-playing or simulation exercises to practice communication and cultural competency skills in various scenarios, and provide tools for self-reflection and assessment, like journals or feedback forms, and offer feedback on performance.

### 2. Objectives

1. Students can learn about a comprehensive understanding of what cultural competency means in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences. (K)
2. Students can know the ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care. (K)
3. Students can develop ongoing self-reflection and assessment to continuously improve cultural competency skills. (P)

### 3. Content/Topic and time

Training course to cultural and communication competency took 4 hours, details were as follows:

Date/time	Teaching Process	Remark
Day3	<b>Cultural Competency and Communication competency</b>	
8:00-8:10	Course Introduction	10 minutes
8:10-8:30	Basics of Cultural skill. Definition and key concepts in cultural skill	20 minutes
8:30-9:30	Understanding Cultural Diversity 1. Presentation on various cultural beliefs and practices related to health and wellness. 2. Discussion on the impact of cultural diversity on patient care. 3. Group activity: Identifying cultural influences in healthcare scenarios.	60 minutes
9:30-9:45	Break time	15 minutes
9:45-10:45	Communication Across Cultures 1. Workshop on cross-cultural communication, including language barriers and non-verbal cues. 2. Role-playing exercises to practice Communication competency in culturally diverse scenarios.	60 minutes
10:45-11:45	Role-Playing and Simulations 1. Interactive simulations or role-playing scenarios focusing on nurse-patient interactions in various cultural contexts. 2. Emphasis on empathy, active listening, and appropriate response strategies.	60 minutes
11:45-12:00	Reflection and Wrap-up 1. Group discussion to reflect on key learning and personal experiences. 2. Feedback session and Q&A.	15 minutes

#### 4. Training methods

Topic	Cultural Competency and Communication competency
Objective	To provide nursing students with a comprehensive understanding of the various cultural skill and communication available in nursing and how to navigate them.
Number of students	30
Teaching Time	4 hours
Lecturer	Zhang Weilian

#### Contents

Cultural Competency and Communication competency

#### Objective

1. Students can learn about a comprehensive understanding of what cultural competency means in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences. (K)
2. Students can know the ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care. (K)
3. Students can develop ongoing self-reflection and assessment to continuously improve cultural competency competency. (P)

#### Main point/Concept

1. **Cultural Awareness and Sensitivity:** Emphasize the importance of being aware of one's own cultural biases and the impact these can have on patient care.
2. **Effective Cross-Cultural Communication:** Highlight strategies for overcoming language barriers and cultural misunderstandings, and the importance of clear, respectful communication.
3. **Patient-Centered Care in a Multicultural Context:** Focus on providing care that respects and responds to the individual patient's culture, beliefs, and preferences.
4. **Team Collaboration and Diversity:** Discuss the significance of working effectively in diverse healthcare teams and learning from colleagues with different cultural backgrounds.

## Learning Activity

There are 6 steps in the training course with cognitive information processing (CIP) as following.

Step 1, Communication (C)

Step 2, Analysis (A)

Step 3, Synthesis (S)

Step 4, Valuing (V)

Step 5, Executing (E)

Step 6, Reflection & Evaluation (R&E)

### **Step 1, Communication (C)**

1.1 Topic: This step focuses on enhancing the ability to effectively exchange information, ideas, and understanding.

1.2 Teaching: Introduce key concepts in cultural competency and effective communication competency in a multicultural nursing context.

1.3 Learning: Students will participate in discussions and exercises aimed at improving communication competency, especially in culturally diverse settings. They will learn to articulate ideas clearly and listen actively.

### **Step 2, Analysis (A)**

2.1 Topic: Analysis involves breaking down information into parts to understand structures and relationships.

2.2 Teaching: Present case studies or scenarios that highlight cultural challenges in nursing. Teach students how to analyze these situations considering cultural perspectives.

2.3 Learning: Students will dissect case studies to understand the influence of culture on health behaviors and communication. They'll learn to identify key cultural elements affecting nursing care.

### **Step 3, Synthesis (S)**

3.1 Topic: Synthesis is the process of combining ideas to form a coherent whole, constructing new understanding.

3.2 Teaching: Guide students in integrating knowledge about cultural diversity and communication strategies into comprehensive care plans.

3.3 Learning: Students will create care plans or strategies that incorporate cultural competency and effective communication, synthesizing the learned theories with practical application.

#### **Step 4, Valuing (V)**

4.1 Topic: Valuing involves recognizing the importance and worth of information, behaviors, and attitudes.

4.2 Teaching: Encourage reflection on the importance of cultural sensitivity in nursing and the ethical implications of cultural competency.

4.3 Learning: Through reflection and discussions, students will understand the value of cultural competence in nursing and develop a deeper appreciation for diversity and its impact on patient care.

#### **Step 5, Executing (E)**

5.1 Topic: This step is about applying knowledge in practical settings, demonstrating learned competency.

5.2 Teaching: Facilitate role-playing or simulation exercises to practice communication and cultural competency competency in various scenarios.

5.3 Learning: Students will apply their theoretical knowledge to practical situations through simulations, gaining hands-on experience in culturally competent communication.

#### **Step 6, Reflection & Evaluation (R&E)**

6.1 Topic: This step involves self-assessment and thoughtful consideration of the learning process and outcomes.

6.2 Teaching: Provide tools for self-reflection and assessment, like journals or feedback forms, and offer feedback on performance.

6.3 Learning: Students will reflect on their learning journey, evaluate their understanding and application of cultural competency and communication competency, and assess areas for further growth.

### **5. Media/learning resources**

1. Textbooks: Provide relevant text and reference books that introduce the theory and practice of the career planning competency from training course.

2. Presentation Lectures: Prepare presentation or recorded lectures for students to study and review before class.

3. Group Discussion Materials: Prepare some relevant training cases and materials for students to discuss.

### **6. Evaluation**

1. **Quizzes and Tests.** Multiple choice, true/false, and short answer questions at the end of each major topic or module.



**2. Case Study Analysis.** Written analysis of provided case studies, requiring students to identify issues, propose solutions, and reflect on nursing role relevant to the case at mid-course or as part of final assessment.

**3. Group Projects and Presentations.** Group research on a specific cultural competency and communication competency, culmination in a presentation or report at once or twice throughout the course, possibly as a mid-term or end-of-term project.

## Assessment form for Validity of Cultural and Communication Competency

**Research Title:** The development of Training Course to Enhance the Career Planning Competency of Nursing Students

**Research Objectives:**

1. To develop of training course to enhance the career planning competency of nursing students.
2. To compare students' career planning competency, before and after the implementation is a training based on the information processing method.

**Directions:**

Please assess the congruence between components of lesson plan based on Problem Based Learning model by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
1	Introduce key concepts in cultural competency and effective communication skills in a multicultural nursing context.				
2	Students will participate in discussions and exercises aimed at improving communication skills.				
3	Present case studies or scenarios that highlight cultural challenges in nursing.				
4	Teach students how to analyze these situations considering cultural perspectives.				
5	Guide students in integrating knowledge about cultural diversity and communication strategies into comprehensive care plans.				

No.	Questions	Assessment Results			Suggestions
		+1	0	- 1	
6	Students will create care plans or strategies that incorporate cultural competency and effective communication				
7	Encourage reflection on the importance of cultural sensitivity in nursing and the ethical implications of cultural competency.				
8	Develop a deeper appreciation for diversity and its impact on patient care.				
9	Facilitate role-playing or simulation exercises to practice communication and cultural competency skills in various scenarios.				
10	Students will apply their theoretical knowledge to practical situations through simulations, gaining hands-on experience in culturally competent communication.				
11	Provide tools for self-reflection and assessment, like journals or feedback forms.				
12	Offer feedback on performance.				

Sign.....Assessor  
(.....)

Date...../...../.....

## Assessment form for Validity of Cultural and Communication Competency test

### Directions:

Please check the correspondence/appropriateness of the variables to be investigated against the definition of learning achievement. Please put a "v" in the box to assess the consistency of learning achievement variable among third -year of undergrad students based on the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No	Assessment Program	expert			suggestion
		+1	0	-1	
<b>Cultural Competency and Communication Skills</b>					
	<b>1. Cultural competency in nursing primarily involves:</b> a) Speaking multiple languages <b>b) Understanding and respecting cultural differences</b> c) Avoiding discussions about culture d) Focusing solely on medical treatment				
	<b>2. Effective communication in a multicultural nursing environment includes:</b> a) Using medical jargon frequently b) Assuming cultural beliefs based on appearance <b>c) Active listening and empathy</b> d) Avoiding eye contact				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p>3. Which of these is an important aspect of cultural competency?</p> <p>a) Stereotyping patients based on their culture</p> <p>b) Ignoring cultural differences</p> <p><b>c) Being aware of one's own cultural biases</b></p> <p>d) Focusing only on the physical aspects of care</p>				
	<p>4. Language barriers in nursing can be addressed by:</p> <p>a) Speaking louder</p> <p>b) Using complex medical terms</p> <p><b>c) Utilizing translation services</b></p> <p>d) Encouraging patients to learn English</p>				
	<p>5. A key component of effective cross-cultural communication is:</p> <p>a) Making assumptions about cultural norms</p> <p>b) Disregarding non-verbal cues</p> <p><b>c) Respecting different communication styles</b></p> <p>d) Avoiding discussions on cultural beliefs</p>				
	<p>6. Cultural competency enhances nursing care by:</p> <p>a) Limiting the need for personalized care plans</p> <p>b) Reducing the importance of patient input</p> <p><b>c) Improving patient-nurse trust and relationships</b></p> <p>d) Simplifying medical treatments</p>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p>7. A nurse can demonstrate cultural sensitivity by:</p> <ul style="list-style-type: none"> <li>a) Avoiding questions about the patient's background</li> <li><b>b) Adapting care to align with the patient's cultural beliefs</b></li> <li>c) Imposing one's own cultural beliefs on patients</li> <li>d) Treating all patients the same way, regardless of culture</li> </ul>				
	<p>8. Incorporating cultural preferences in dietary planning for patients is an example of:</p> <ul style="list-style-type: none"> <li>a) Cultural imposition</li> <li><b>b) Cultural competency</b></li> <li>c) Unnecessary accommodation</li> <li>d) Ethnocentrism</li> </ul>				
	<p>9. Effective communication in nursing should always be:</p> <ul style="list-style-type: none"> <li>a) Directive and authoritative</li> <li><b>b) Culturally sensitive and patient-centered</b></li> <li>c) Quick and concise</li> <li>d) Dominated by medical terminology</li> </ul>				
	<p>10. A patient's health beliefs and practices are influenced by their:</p> <ul style="list-style-type: none"> <li>a) Financial status</li> <li><b>b) Cultural background</b></li> <li>c) Physical appearance</li> <li>d) Medical knowledge</li> </ul>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p><b>11. Which strategy is effective in overcoming language barriers in nursing?</b></p> <p>a) Using family members as interpreters</p> <p>b) Speaking slowly in English</p> <p><b>c) Using professional medical interpreters</b></p> <p>d) Avoiding conversation with the patient</p>				
	<p><b>12. Non-verbal communication in different cultures can:</b></p> <p>a) Always be interpreted the same way</p> <p><b>b) Vary significantly in meaning</b></p> <p>c) Be ignored in clinical settings</p> <p>d) Be considered irrelevant</p>				
	<p><b>13. Cultural competence in nursing includes understanding:</b></p> <p>a) Only the most common cultural practices</p> <p>b) The nurse's own cultural background only</p> <p><b>c) A wide range of cultural beliefs and practices</b></p> <p>d) That cultural knowledge is not necessary in nursing</p>				
	<p><b>14. When encountering a cultural practice unfamiliar to them, a nurse should:</b></p> <p>a) Dismiss it as irrelevant</p> <p><b>b) Learn about it to provide better care</b></p> <p>c) Insist on following hospital protocol only</p> <p>d) Discourage the patient from following it</p>				
	<p><b>15. Maintaining eye contact in communication is:</b></p> <p>a) Always considered respectful</p> <p><b>b) Sometimes viewed differently across cultures</b></p> <p>c) Unimportant in nursing care</p> <p>d) Only necessary with English-speaking patients</p>				

No	Assessment Program	expert			suggestion
		+1	0	-1	
	<p><b>17. In a multicultural setting, respecting a patient's personal space is important because:</b></p> <p>a) It's a universal healthcare standard</p> <p><b>b) Personal space requirements can vary between cultures</b></p> <p>c) It's irrelevant to patient care</p> <p>d) All patients prefer the same amount of space</p>				
	<p><b>18. A culturally competent nurse avoids:</b></p> <p>a) Adapting care plans to individual needs</p> <p><b>b) Making assumptions about a patient's beliefs</b></p> <p>c) Learning about different cultures</p> <p>d) Providing personalized care</p>				
	<p><b>19. In culturally competent nursing, family involvement in patient care is:</b></p> <p>a) Always discouraged</p> <p>b) Often important, depending on the culture</p> <p>c) Never relevant</p> <p>d) Only necessary for pediatric patients</p>				
	<p><b>20. A patient's dietary preferences influenced by cultural beliefs should be:</b></p> <p>a) Ignored if they conflict with standard hospital menus</p> <p><b>b) Respected and accommodated as much as possible</b></p> <p>c) Considered irrelevant to healthcare</p> <p>d) Only acknowledged</p>				





## Career Planning Competency Test

(Pretest – Posttest)

Examination purpose	examination
Purpose 1: Career Pathways in Nursing	1,2
Purpose 2: Stress Management and Work-life Balance	3,4
Purpose 3: Cultural Competency and Communication Skills	5,6

### Clarification

Please answer the questions according to the title, each question is worth 5 points, questions in total, 30 points in total.

1. Students can learn about the breadth of nursing field, including various roles, settings, and specializations, please analyze the answer:

The purpose of students can learn about the breadth of nursing field:

.....

.....

.....

2. Students can discuss current trends in healthcare and nursing, including the growing importance of telehealth, the impact of technology, and evolving healthcare policies.

If you had participated in this discussion, could you articulate what was the current trends in healthcare and nursing?

.....  
 .....  
 .....

3. Students can learn about the nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing. If you are one of them, please answer:

Could you articulate what was the nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing?

.....  
 .....  
 .....

4. Students can know the signs of burnout, its implications for nurses, patients, and healthcare institutions, and strategies for prevention.

Could you articulate what were the signs of burnout?How does its implications for nurses, patients, and healthcare institutions, and strategies for prevention?

.....  
 .....

5. Students can learn about a comprehensive understanding of what cultural competency means in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences.

Cultural competency in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences means:

.....  
 .....  
 .....

6. Students can know the ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care.

Could you articulate what were the ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care?

.....

.....

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## Answers to training course to enhance the career planning competency of nursing students assessment

1. The purpose of students can learn about the breadth of nursing field are the cultivation of professional ethics and service concept; Proficiency of clinical operation skills; Consolidate and application of nursing knowledge and theory; Application of nursing procedures; The improvement of health education ability; Learning of new technologies and new developments; Improvement of professional quality; cultivation of information ability; training of clinical thinking and problem solving ability;

2. The current trends in healthcare and nursing consist digitized care is an important current trend, including the wider use of electronic medical record systems, which helps to improve the quality and accessibility of patient data. In addition, telemonitoring and telecare technologies are also becoming routine tools in nursing work, allowing nurses to remotely monitor patients' physiological indicators and condition changes to achieve early intervention. The applications of artificial intelligence and machine learning in healthcare are deepening, and they can help analyze large amounts of patient data to predict patient risk, develop personalized treatment options, and provide real-time clinical decision support. These technologies also have the potential to improve nursing workflow and improve efficiency. The techniques of VR and augmented reality are particularly valuable in nursing education and training, helping caregivers to better master complex nursing skills by simulating clinical scenarios and providing an intuitive learning experience.

3. The nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing consist. The physiological nature of stress. Stress triggers the body's fight or flight away response, which is controlled by the sympathetic nervous system. When an individual feels a threat or challenge, the body releases stress hormones such as adrenaline and cortisol, which in turn leads to a range of physiological changes such as increased heart rate, rising blood pressure, and muscle tension. These changes are designed to provide the body with the additional energy and resources needed to cope with the stressors. However, long-term physiological stress states may lead to impaired physical function, such as immune system suppression, cardiovascular problems, digestive system problems, etc. The emotional nature of stress. Stress causes a range of emotional responses, including anxiety, anger, frustration, or sadness. In nursing work, the high-pressure environment may cause nursing staff to experience emotional fatigue, feel decreased job satisfaction, and even appear job burnout. Emotional stress may affect

nursing staff work performance and interpersonal interactions, reducing their self-efficacy and work engagement. The psychological nature of stress. Psychological stress involves both cognitive and emotional factors. Carers may be uncomfortable about the uncertainty and workload in the work environment and feel responsible about patient care outcomes, which can cause psychological stress. Long-term psychological stress may lead to distraction, memory loss, decreased decision-making, and impairment of mental health such as depression and anxiety. Special attention is paid to stress in high-pressure care settings. In the high-pressure nursing environment, the nursing staff face great challenges. They need to deal with urgent and critical situations, often work in limited resources, and respond to the emotional needs of patients and their families. These factors can all contribute to high levels of physical, emotional, and psychological stress. To address these challenges, caregivers and healthcare institutions need to adopt strategies such as providing adequate rest time and psychological support, encouraging communication and collaboration between team members, and regular training in stress management and emotion regulation.

4. The signs of burnout, its implications for nurses, patients, and healthcare institutions, and strategies for prevention consist:

Signs of job burnout:

1) Emotional exhaustion: Nurses may feel out of energy, lack of enthusiasm and interest in work, weakened emotional response, and difficulty sympathize with and care for others.

2) Dehumanization: Nurses may begin to see patients as work burdens, rather than individuals who need care and help, and interactions with patients may become indifferent.

3) Reduced personal sense of achievement: Nurses may feel dissatisfied with their work performance, doubt their ability and value, and feel a lack of sense of achievement.

Impact on nurses:

1) Job burnout can affect the physical and mental health of nurses, leading to depression, anxiety, insomnia and chronic pain.

2) Nurses may consider leaving or changing careers, which can lead to nursing talent turnover and decreased quality of nursing.

3) Burnout will also affect nurses' job satisfaction and teamwork spirit, and increase work conflict and stress.

Impact on patients and healthcare facilities:

1) Nurses with burnout may be unable to provide high-quality care services, which will affect the treatment effectiveness and quality of life of patients.

2) Nurses' burnout may lead to nursing errors and medical errors, increasing patient safety risks.

3) Nurses with burnout may not be able to provide adequate humanistic care, which will damage the patient's overall experience of medical services.

prevention strategy:

1) Increase the work resources of nurses, such as reasonable allocation of workload, reduce unnecessary overtime work, and ensure that there is enough rest time.

2) Establish an effective communication and support system, encourage nurses to share stress and emotions, and provide psychological support and career development opportunities.

3) Regular training on stress management and emotion regulation to help nurses establish strategies and skills to deal with stress.

4) Pay attention to nurses' feedback and suggestions, improve the working environment and work process, and improve job satisfaction.

5) Encourage nurses to participate in the decision-making process to improve their sense of professional participation and sense of achievement.

5. Cultural competency in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences means:

Awareness of their own cultural world view:

1) Personal understanding of his cultural background and the cultural reasons behind his behavior.

2) Be aware of the possible impact of the personal worldview on patient care in medical practice, ensuring that they do not impose their own cultural standards on the patient.

Attitudes towards cultural differences:

1) Open and receptive attitude, and willingness to learn and understand different cultures.

2) When communicating with patients, respect their language, customs and religious beliefs, and avoid cultural stereotypes and prejudices.

3) Adopt culturally sensitive communication methods to ensure the accurate transmission and understanding of information.

4) Recognize that cultural differences may influence patients' health behavior, disease understanding, and treatment response.

6. The ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care consist:

Respect for the rights of patients:

1) Nurses should respect the cultural diversity of patients, including religious beliefs, customs and language.

2) In nursing practice, nurses need to ensure patient privacy and confidentiality, and abide by the ethical principles of communication with patients.

Provide culturally sensitive care:

1) Nurses should have the ability to understand the needs and responses of patients with different cultural backgrounds and provide nursing services suitable for the patient's cultural background.

2) Nurses need to improve their cultural competence through continuing education and professional training, including the understanding of health concepts and nursing practices in different cultures.

Maintain professional ethics:

1) Nurses should follow professional ethics standards, including respect for patients', fairness and integrity.

2) In the face of cultural differences, nurses should avoid any form of cultural prejudice and discrimination, and maintain an objective and impartial attitude.

legal liability:

1) Nurses need to comply with the relevant laws and regulations in nursing practice, including the patient rights protection law and the relevant provisions of cultural sensitive nursing.

2) If nurses fail to provide culturally sensitive care, leading to patients' rights impairment, they may face legal liabilities, including but not limited to medical malpractice litigation.

## Training course quality Rating Form

Evaluation Items	Evaluation Content	Score and criterion				
		5	4	3	2	1
Career Pathways in Nursing	Cultivation of professional ethics and service concept; proficiency of clinical operation skills; consolidation and application of nursing knowledge and theory; application of nursing procedures; improvement of health education ability; study of new technology and new development;	Answer the cultivation of professional ethics and service concept; proficiency of clinical operation skills; consolidation and application of nursing knowledge and theory; application of nursing procedures; improvement of health education ability; study of new technology and new	Answer the cultivation of professional ethics and service concept; proficiency of clinical operation skills; consolidation and application of nursing knowledge and theory; application of nursing procedures; improvement of health education ability; study of new technology and new	Answer the cultivation of professional ethics and service concept; proficiency of clinical operation skills; consolidation and application of nursing knowledge and theory; application of nursing procedures; improvement of health education ability; learning of new technology and new	Answer the cultivation of professional ethics and service concept; proficiency of clinical operation skills; consolidation and application of nursing knowledge and theory; application of nursing procedures; and improvement of health education	Answer the cultivation of professional ethics and service concept; proficiency of clinical operation skills; consolidation and application of nursing knowledge and theory; application of nursing procedures; but did not answer the improvement of health education



Evaluation Items	Evaluation Content	Score and criterion				
		5	4	3	2	1
	improvement of professional quality; cultivation of information ability; cultivation of clinical thinking and problem solving ability;	development; improvement of professional quality; cultivation of information ability; cultivation of clinical thinking and problem solving ability;	development; improvement of professional quality; and cultivation of information ability. But He did not answer the cultivation of clinical thinking and problem-solving ability;	development. However, He did not answer the improvement of professional quality and information ability to cultivate clinical thinking and problem solving ability;	ability. But no new technology and new development of professional quality and information ability to develop clinical thinking and problem solving ability;	ability; study of new technology and new development; improvement of professional quality and cultivation of information ability of clinical thinking and problem solving ability;
Stress Management and Work-life Balance	Emotional failure; The physiological nature of stress; The emotional nature of stress; The psychological nature of stress; Focus on stress in	Answer the Emotional failure; The physiological nature of stress; The emotional nature of stress; The psychological nature of stress;	Answer the Emotional failure; The physiological nature of stress; The emotional nature of stress; The psychological nature of stress;	Answer the Emotional failure; The physiological nature of stress; The emotional nature of stress; The psychological nature of stress;	Answer the Emotional failure; The physiological nature of stress; The emotional nature of stress; The psychological nature of stress;	Answer the Emotional failure; The physiological nature of stress; But He did not answer The emotional nature of stress; The

Evaluation Items	Evaluation Content	Score and criterion				
		5	4	3	2	1
	high-pressure care settings; Signs of job burnout; Influence on nurses; Impact on patients and healthcare settings; prevention strategy.	Focus on stress in high-pressure care settings; Signs of job burnout; Influence on nurses; Impact on patients and healthcare settings; prevention strategy.	Focus on stress in high-pressure care settings; Signs of job burnout; Influence on nurses; Impact on patients and healthcare settings; But He did not answer prevention strategy.	Focus on stress in high-pressure care settings; But He did not answer Signs of job burnout; Influence on nurses; Impact on patients and healthcare settings; prevention strategy.	But He did not answer Focus on stress in high-pressure care settings; Signs of job burnout; Influence on nurses; Impact on patients and healthcare settings; prevention strategy.	psychological nature of stress; Focus on stress in high-pressure care settings; Signs of job burnout; Influence on nurses; Impact on patients and healthcare settings; prevention strategy.
Cultural Competency and Communication Skills	Awareness of their own cultural world view; Attitudes towards cultural differences; Respect the rights and interests of	Answer the awareness of their own cultural world view; Attitudes towards cultural differences; Respect the rights and	Answer the awareness of their own cultural world view; Attitudes towards cultural differences; Respect the rights	Answer the awareness of their own cultural world view; Attitudes towards cultural differences; Respect the rights	Answer the awareness of their own cultural world view; Attitudes towards cultural differences; But	Answer the awareness of their own cultural world view; But He did not answer attitudes towards cultural

Evaluation Items	Evaluation Content	Score and criterion				
		5	4	3	2	1
	patients; Provide culturally sensitive care; legal liability.	interests of patients; Provide culturally sensitive care; legal liability.	and interests of patients; But He did not answer provide culturally sensitive care; legal liability.	and interests of patients; But He did not answer provide culturally sensitive care; legal liability.	He did not answer respect the rights and interests of patients; Provide culturally sensitive care; legal liability.	differences; Respect the rights and interests of patients; Provide culturally sensitive care; legal liability.

Evaluate quality standards

Score Range	Quality Level
25-30	Strong
19-24	Relatively strong
13-18	General
7-12	Relatively weak
1-6	Weak

Appendix D  
The Results of the Quality Analysis of Research  
Instruments

**Table 1** The appropriateness of training course to enhance the career planning competency

Evaluation list	Expert			$\bar{X}$	Interpreting results
	1	2	3		
<b>1. Principles of the training course</b>					
1.1 It is clear to enhance the career planning competency of nursing students	5.00	5.00	4.00	4.67	the highest level
1.2 It is possible to apply it in classroom practice according to actual conditions.	5.00	4.00	5.00	4.67	the highest level
1.3 It is appropriate for the trainees.	4.00	5.00	5.00	4.67	the highest level
<b>2. Objectives of the training course</b>					
2.1 It is consistent with the principles to promote the career planning competency according to the principles of the course.	5.00	4.00	4.00	4.33	the highest level
2.2 It is possible to apply it in classroom practice according to actual conditions.	5.00	3.00	5.00	4.33	the highest level
2.3 It is appropriate for the trainees.	5.00	5.00	5.00	5.00	the highest level
2.4 It is clear and can be evaluated.	5.00	4.00	5.00	4.67	the highest level
<b>3. Training content/topics and duration</b>					

Evaluation list	Expert			$\bar{X}$	Interpreting results
	1	2	3		
3.1 It is consistent with the principles and objectives of the training course.	5.00	4.00	4.00	4.33	the highest level
3.2 The content is arranged in order from easy to difficult.	5.00	4.00	5.00	4.67	the highest level
3.3 The contents covers knowledge, competency, and promotes desirable characteristics that will occur in training.	5.00	5.00	5.00	5.00	the highest level
3.4 It is clear to enhance the career planning competency of nursing students	5.00	4.00	5.00	4.67	the highest level
<b>4. Training methods</b>					
4.1 Training method is consistent with the principles and objectives of the training course.	5.00	4.00	5.00	4.67	the highest level
4.2 There is more variety in the methods used for training.	5.00	5.00	5.00	5.00	the highest level
4.3 Training methods are appropriate for the trainees.	5.00	4.00	5.00	4.67	the highest level
4.4 Activities are appropriate to enhance The content	5.00	4.00	5.00	4.67	the highest level
<b>5. Learning media/resources</b>					
5.1 It is consistent with the principles and objectives of the training course.	5.00	5.00	5.00	5.00	the highest level

Evaluation list	Expert			$\bar{X}$	Interpreting results
	1	2	3		
5.2 A variety of media are used in training.	5.00	4.00	5.00	4.67	the highest level
5.3 It is appropriate for the trainees.	5.00	5.00	5.00	5.00	the highest level
<b>6. Assessment</b>					
6.1 It is consistent with the principles and objectives of the training course.	5.00	3.00	5.00	4.33	the highest level
6.2 A variety of Assessment methods are used in training.	5.00	3.00	5.00	4.33	the highest level
6.3 Assessment methods are used that are consistent with the activities of the training.	4.00	4.00	5.00	4.33	the highest level
<b>7. Assessment of learning units</b>					
7.1 Learning Plan 1: Career Pathways in Nursing	5.00	4.00	4.00	4.33	the highest level
7.2 Lesson Plan 2: Stress Management and Work-life Balance in Nursing	5.00	3.00	5.00	4.33	the highest level
7.3 Lesson Plan 3: Cultural and Communication competency	5.00	5.00	5.00	5.00	the highest level





**Table 2** Analysis of The appropriateness of the career planning competency test

Career planning competency	Expert			Sum of scores	IOC value
	1	2	3		
<p>1. Students can learn about the breadth of nursing field, including various roles, settings, and specializations, please analyze the answer:</p> <p style="padding-left: 40px;">The purpose of students can learn about the breadth of nursing field:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	+1	+1	+1	3	1
<p>2. Students can discuss current trends in healthcare and nursing, including the growing importance of telehealth, the impact of technology, and evolving healthcare policies.</p> <p style="padding-left: 40px;">If you had participated in this discussion, could you articulate what was the current trends in healthcare and nursing?</p>	+1	+1	+1		1

Career planning competency	Expert			Sum of scores	IOC value
	1	2	3		
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					
<p>3. Students can learn about the nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing. If you are one of them, please answer:</p> <p>    Could you articulate what was the nature of stress, including its physical emotional, and psychological effects, particularly in the high-pressure environment of nursing?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	+1	0	+1	2	0.67
<p>4. Students can know the signs of burnout, its implications for nurses, patients, and healthcare institutions, and strategies for prevention.</p> <p>    Could you articulate what were the signs of burnout?How does its implications for nurses, patients, and healthcare institutions, and strategies for prevention?</p>	+1	+1	+1	3	1

Career planning competency	Expert			Sum of scores	IOC value
	1	2	3		
..... ..... ..... .....					
<p>5. Students can learn about a comprehensive understanding of what cultural competency means in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences.</p> <p>Cultural competency in a healthcare context, including awareness of one's own cultural worldview and attitudes towards cultural differences means:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	+1	+1	+1	3	1
<p>6. Students can know the ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care.</p> <p>Could you articulate what were the ethical and legal aspects of cultural competency in nursing, including patient rights and the nurse's responsibilities in providing culturally sensitive care?</p>	+1	+1	+1	3	1

Career planning competency	Expert			Sum of scores	IOC value
	1	2	3		
..... ..... .....					

**Table 3** Analysis of the Index of Coherence (IOC) of lesson plans

Evaluation checklist	experts			Sum of scores	IOC value
	1	2	3		
<b>Lesson Plan I: Career Pathways in Nursing</b>					
1. Learning objectives arrange the content from easy to difficult.	+1	+1	+1	3	1
2. Training Course encourages students to collaborate in teams and solve problems rationally.	+1	+1	+1	3	1
3. Determine content that's appropriate for students' age	+1	+1	+1	3	1
4. Organize activities that align with the learning objectives.	+1	+1	+1	3	1
5. Training course learning activities genuinely motivate improvements in student performance.	+1	+1	+1	3	1
6. Learning activities connect from foundational knowledge to posing questions, expressing genuine thoughts, and facilitating effective discussions.	+1	+1	+1	3	1
7. The instructional media used is appropriate for the learning activities.	+1	+1	+1	3	1
8. The duration of the learning activities is suitable for improving undergraduate students' performance in the "Real Estate Marketing Planning" course.	+1	+1	+1	3	1

Evaluation checklist	experts			Sum of scores	IOC value
	1	2	3		
9. Measurements and evaluations are appropriate for learning activities aimed at improving academic performance.	+1	+1	+1	3	1
10. Assessment criteria are relevant for subjective learning.	+1	+1	+1	3	1
<b>Lesson Plan 2: Stress Management and Work-life Balance</b>					
1. Learning objectives arrange the content from easy to difficult.	+1	+1	+1	3	1
2. Training Course encourages students to collaborate in teams and solve problems rationally.	+1	+1	+1	3	1
3. Determine content that's appropriate for students' age	+1	+1	+1	3	1
4. Organize activities that align with the learning objectives.	+1	+1	+1	3	1
5. Training course learning activities genuinely motivate improvements in student performance.	+1	+1	0	2	0.67
6. Learning activities connect from foundational knowledge to posing questions, expressing genuine thoughts, and facilitating effective discussions.	+1	+1	+1	3	1
7. The instructional media used is appropriate for the learning activities.	+1	+1	+1	3	1
8. The duration of the learning activities is suitable for improving undergraduate students' performance in the "Real Estate Marketing Planning" course.	+1	+1	+1	3	1
9. Measurements and evaluations are appropriate for learning activities aimed at improving academic performance.	+1	+1	+1	3	1
10. Assessment criteria are relevant for subjective learning.	+1	+1	+1	3	1

Evaluation checklist	experts			Sum of scores	IOC value
	1	2	3		
<b>Lesson Plan 3: Cultural Competency and Communication Skills</b>					
1. Learning objectives arrange the content from easy to difficult.	+1	+1	+1	3	1
2. Training Course encourages students to collaborate in teams and solve problems rationally.	+1	+1	+1	3	1
3. Determine content that's appropriate for students' age	+1	+1	+1	3	1
4. Organize activities that align with the learning objectives.	+1	+1	+1	3	1
5. Training course learning activities genuinely motivate improvements in student performance.	+1	+1	+1	3	1
6. Learning activities connect from foundational knowledge to posing questions, expressing genuine thoughts, and facilitating effective discussions.	+1	+1	+1	3	1
7. The instructional media used is appropriate for the learning activities.	+1	+1	+1	3	1
8. The duration of the learning activities is suitable for improving undergraduate students' performance in the "Real Estate Marketing Planning" course.	+1	+1	+1	3	1
9. Measurements and evaluations are appropriate for learning activities aimed at improving academic performance.	+1	+1	+1	3	1
10. Assessment criteria are relevant for subjective learning.	+1	+1	+1	3	1

**Table 4** Consistency Index (IOC) Analysis of training course content.

Evaluation checklist	Comment score			Sum of scores	IOC value
	1	2	3		
1. Mastery of Course Content Understanding and retention of course material, ability to apply knowledge in practical scenarios.	+1	+1	+1	3	1
2. Development of Practical Skills Acquisition and demonstration of practical skills such as resume writing, interview techniques, and goal setting.	+1	+1	+1	3	1
3. Engagement and Participation Level of active participation in class activities, discussions, and group work.	+1	+1	+1	3	1
4. Application of Career Planning Tools and Strategies Use and application of career planning tools and strategies taught in the course.	+1	+1	+1	3	1



**Table 5** Comparison of improve students ' career planning competency

Student id	Pre-School score (Pre-Test)	After school score (Post-Test)	Difference between points(D)
1	15	19	4
2	14	17	3
3	13	15	2
4	15	17	2
5	16	18	2
6	16	17	1
7	15	17	2
8	13	15	2
9	18	21	3
10	13	16	3
11	16	18	2
12	15	15	2
13	15	19	4
14	14	18	4
15	16	19	3
16	16	20	4
17	17	19	2
18	13	18	5
19	13	15	2

---

20	15	17	2
21	18	26	8
22	21	29	8
23	16	25	9
24	17	20	3
25	21	27	6
26	18	27	9
27	22	30	8
28	19	29	10
29	22	25	3
30	22	27	5
$\bar{x}$	16	21	5

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Appendix E  
Certificate of English

**BS  
RU** BANSOMDEJCHAOPRAYA  
RAJABHAT UNIVERSITY

This is to certify that

***Miss Zhang Weilian***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

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Given on 9<sup>th</sup> August 2022



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### RESPONSE FOR PUBLICATION OF THE ARTICLE

8<sup>th</sup> October, 2024

The Editorial Department of the Journal of MCU Ubon Review (TCI) of MCU, Ubon Ratchathani Campus has considered the article.

**Title :** THE DEVELOPMENT OF TRAINING COURSE TO ENHANCE THE CAREER PLANNING COMPETENCY OF NURSING STUDENTS  
**Writer :** Zhang Weilian, Phatchareephorn Bangkhaw and Kanchana Suthiniam  
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**Period of Publication :** 10<sup>th</sup> Year, Volume I (January-April 2025)

Your article has been sent to 3 experts for peer review and found that its quality is at a "Good" level and academically useful.

Please be informed accordingly.

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## THE DEVELOPMENT OF TRAINING COURSE TO ENHANCE THE CAREER PLANNING COMPETENCY

### OF NURSING STUDENTS

การพัฒนาหลักสูตรฝึกอบรมเพื่อส่งเสริมความสามารถในการวางแผนอาชีพ

ของนักศึกษาพยาบาล



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### Abstract

The purposes of this study were 1) to develop of training course to enhance the career planning competency of nursing students and 2) to compare students' career planning competency, before and after the implementation. The simple group of this study consisted of 30 third-year with mixed abilities (strong, medium, and weak) nursing students of Wei fang Nursing Vocational College were sampled through random cluster. The research instruments included 1) training course based on information processing theory and 2) career planning competency test. The assessment questions aim to assess three sub-variables within the dependent variable including: 1) career pathways in nursing, 2) stress management and work-life balance, and 3) cultural competency and communication competency. The data were analyzed by mean, standard deviation and t-test for dependent sample.

The results revealed the followings:

1. Training course to enhance the career planning competency of nursing students which consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) assessment and the course evaluation results were at higher and better level.

2. Comparing of their career planning competency and abilities before and after implementation, the average score in pre-test evaluation was 80 of full score 120, and in post-test evaluation was 106 of full score 120. It was found that after learning was higher than before learning by statistically at the 0.01 level. That was consistent with the research hypothesis.

**Keywords:** Training Course, Career Planning, Nursing Students

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## Introduction

The development of training course to enhance the career planning competency of nursing students is an ongoing process. As the nursing profession continues to evolve and demand increases, training courses are constantly being refined and updated. For a long time in the past, training courses mainly focused on imparting nursing skills and knowledge, but with the changes in society and the development of the medical field, more and more attention is paid to the career planning ability of students. Career planning was a pivotal element in shaping the future employment prospects of college students, serving as an essential component of their overall career development. According to Smith (2020), effective career planning "sets the stage for ongoing personal and professional growth, enabling students to navigate the complex job market with greater ease." By designing a well-thought-out and realistic personal career plan, college students laid the groundwork for their professional journey, marking the initial steps toward long-term success. In addition to basic planning, Smith emphasized the importance of self-assessment, industry research, and networking in the career planning process. He suggested that students should engage in deep introspection to understand their strengths, weaknesses, interests, and values, as this self-awareness is crucial in aligning their career paths with personal aspirations and market demands. Smith also highlighted the significance of thorough research into potential industries and roles, which helped students "gain valuable insights into the job market and identified emerging opportunities that align with their competency and interests."

Furthermore, the role of networking in effective career planning, stating that it was "an indispensable tool for uncovering job prospects and gathering firsthand industry knowledge from experienced professionals." Platforms such as LinkedIn, alumni associations, and professional events could provide invaluable opportunities for students to connect with industry leaders and peers alike. Therefore, Smith concluded that proactive career planning was not merely about making informed decisions but also about equipping oneself for the ever-changing landscape of the workforce. (Smith, 2020)

In recent years, as the economic and societal landscapes had evolved, an increasing number of universities had begun to integrate career planning courses into their curricula, recognizing the importance of equipping students with the skills and knowledge needed to navigate the modern job market. However, challenges persisted due to various systemic issues. According to recent studies by Thompson et al. (2022) and Wang (2023), many educational institutions still fell short in adequately emphasizing career planning. These deficiencies stemmed from factors such as insufficient funding for career services, the absence of a structured career development and planning framework, and inadequate educational organization.

The critical shortage of professional career planning guidance teams within universities. This lack led to students having nebulous career objectives, subjective self-assessments, diminished awareness of the importance of planning, and misaligned valued orientations towards their future careers. Wang highlighted the repercussions of these shortcomings, noting that students faced challenges in aligning their academic pursuits with realistic career paths, resulting in a mismatch between their skills and market demands (Thompson et al., 2022).

Many college students did not attach enough importance to the issue of career planning and do not play a guiding role in effective pre job preparation. There were several obvious tendencies in job preparation: there was a tendency to overestimate or underestimate, showing significant bias; When understanding career information, too much attention was paid to whether the career meets their own needs, while ignoring the matching degree between career needed and their own qualities; Most students were relatively passive in investing in the career planing preparation (Brown, S. D., & Lent, R. W., 2016).

In the dynamic landscape of today's economy and society, a growing number of universities had recognized the importance of integrating career planning courses into their curricula. Despite this positive

trend, systemic challenges continue to impede the effectiveness of these initiatives. According to a study by Rodriguez and Patel (2022), insufficient emphasis on career planning within university curricula, coupled with a lack of dedicated funding, significantly undermines the potential benefits of these programs. Furthermore, as highlighted in the research by Kim and Chang (2024), many institutions lacked a cohesive career development and planning system, suffered from inadequate organizational structures for delivering career education, and faced a shortage of professional career planning teams.

These shortcomings result in students grappling with vague career objectives, unrealistic self-assessments, diminished planning awareness, and skewed value orientations—factors that collectively hinder their employment prospects. Rodriguez and Patel (2022) argued for a more structured approach to career education, while Kim and Chang (2024) emphasized the need for universities to invest in professional guidance teams and develop systematic planning frameworks. Addressing these issues could significantly enhance the clarity and effectiveness of career planning for college students, thereby improving their readiness and success in the job market. Many college students failed to recognize the importance of career planning, neglecting its crucial role in effective pre-job preparation. This oversight led to several common trends in their approach to entering the workforce. As identified by Parker and Morgan (2022), there was a notable tendency among students to misjudge their capabilities and prospects, resulting in significant overestimation or underestimation of their career readiness. This bias skewed their approach to job preparation and undermined their potential success. Furthermore, when it comes to gathering career information, students tended to focus narrowly on whether a job aligns with their personal desires, overlooking the critical aspect of compatibility between their own skills and the demands of the position, as discussed in research by Chen and Liu (2023). This self-centered approach could lead to poor job fits and unsatisfactory career trajectories. Moreover, the majority of students exhibit a passive stance toward career preparation, as noted by Parker and Morgan (2022). Rather than proactively seeking opportunities to enhance their employability, they adopted a reactive posture, waiting for opportunities to present themselves. This passivity in career preparation can significantly hinder their ability to secure desirable positions post-graduation. To address these issues, it was imperative that educational institutions and students themselves recognize the value of active, informed career planning and preparation, aligning personal strengths and market needs to foster more effective job search strategies and career development paths (Burke, L. A., & Hutchins, H. M., 2007).

How to scientifically and effectively guide and support college students in career development planning was an important task in university work. This article mainly elaborated on the analysis of how to help students process cognitive information through training, and continuously improved their career planning abilities by recognizing themselves inwardly and the environment outwardly.

In a concise and rigorous structure, training programs provided students with the opportunity to acquire important career planning competency and information. The length, format, and content of these projects may vary, but they typically cover career exploration, goal setting, job search strategies, and networking. Through a combination of classroom teaching, group activities, and individual exercises, students gain the necessary knowledge and competency to make informed judgments about their future employment (Creed, P. A., Fallon, T., & Hood, M., 2014).

Career planning was also called "career planning". In academia, people also liked to call it "career planning". In some areas, some people liked to call it "life planning", but the content is really the same. Also known as career design, it referred to the combination of individuals and organizations, on the basis of measuring, analyzing and summarizing the subjective and objective conditions of personal careers, comprehensively analyzing and weighing their interests, hobbies, abilities and characteristics, combined with the characteristics of the times, determine best career goals according to your career orientation, and made effective arrangements to achieve this goal (Gallagher, K., 2021).

The impact of training course on students' career planning competency. For example, an integrated model of career development (Patton and McMahon, 2014) suggested that the development of career planning competency was influenced by a variety of personal, social, and contextual factors that interacted in complex ways. Using various theoretical frameworks to address these questions, training course helped develop career planning competency.

Research indicates that training course could enhance students' capacity for career planning. A National Bureau of Economic Research study, for instance, indicated that participation in a one-month job training course led to a considerable boost in employment and wages for low-income persons (Bloom et al., 2019). A separate study discovered that a six-week job exploration program enhanced students' career self-efficacy and enthusiasm to pursue their selected career pathways (Zamarripa & Hackett, 2021).

In conclusion, training course offered a potential approach for increasing students' career planning competency. By equipping students with the knowledge and competency they needed to make educated decisions about their future jobs, these programs could minimize underemployment and job discontent and boost economic mobility generally. Yet, it was crucial to ensure that these programs are of good quality, accessible to a diverse student population, and adapted to address the specific requirements of different student groups. Educators and governments assisted ensure that all students had opportunities to accomplish their career objectives by investing in the creation and delivery of excellent training programs. Finally, this study is conducted to compare students' career planning competency, before and after the implementation to fully illustrate the necessity of training course to enhance the career planning competency of nursing students.

## Objectives

1. To develop of training course to enhance the career planning competency of nursing students.
2. To compare students' career planning competency, before and after the implementation.

## Research Methodology

### 1. Population and Samples

**Population:** There are 300 third-year students majoring in nursing of Wei Fang Nursing Vocational College. Divided into 10 classes, each class has 30 students.

**The Sample Group:** Through random cluster sampling, 30 third-year, class 2 nursing students with mixed abilities (strong, medium, and weak) of Wei fang Nursing Vocational College were sampled.

### 2. Contents

This research proposes to carry out training based on cognitive information processing theory to improve college students' career planning competency. Include Knowledge Teaching of Cognitive Information Processing Theory, Carry out group activities, Practice by yourself and other items. This research only studies the career planning competency of juniors.

The training course consists of 5 units: 12h

- 2.1 Career Pathways in Nursing, 4 hours
- 2.2 Stress Management and Work-life Balance, 4 hours
- 2.3 Cultural Competency and Communication, 4 hours

### 3. Research Instruments

The development of training course based on Cognitive information processing theory to improve the career planning of Nursing students. The research Instruments is as follows:

- 3.1 Training course to improve the career planning competency of nursing students.
- 3.2 Career Planning competency test.

### 4. Data analysis

4.1 Analyze of verified the validity of Real Estate Marketing Planning course based on the index of consistency as a criterion for consideration standard (Index of item objective congruence: IOC).

4.2 Quantitative data were analyzed through descriptive statistics; means ( $\bar{X}$ ), and standard

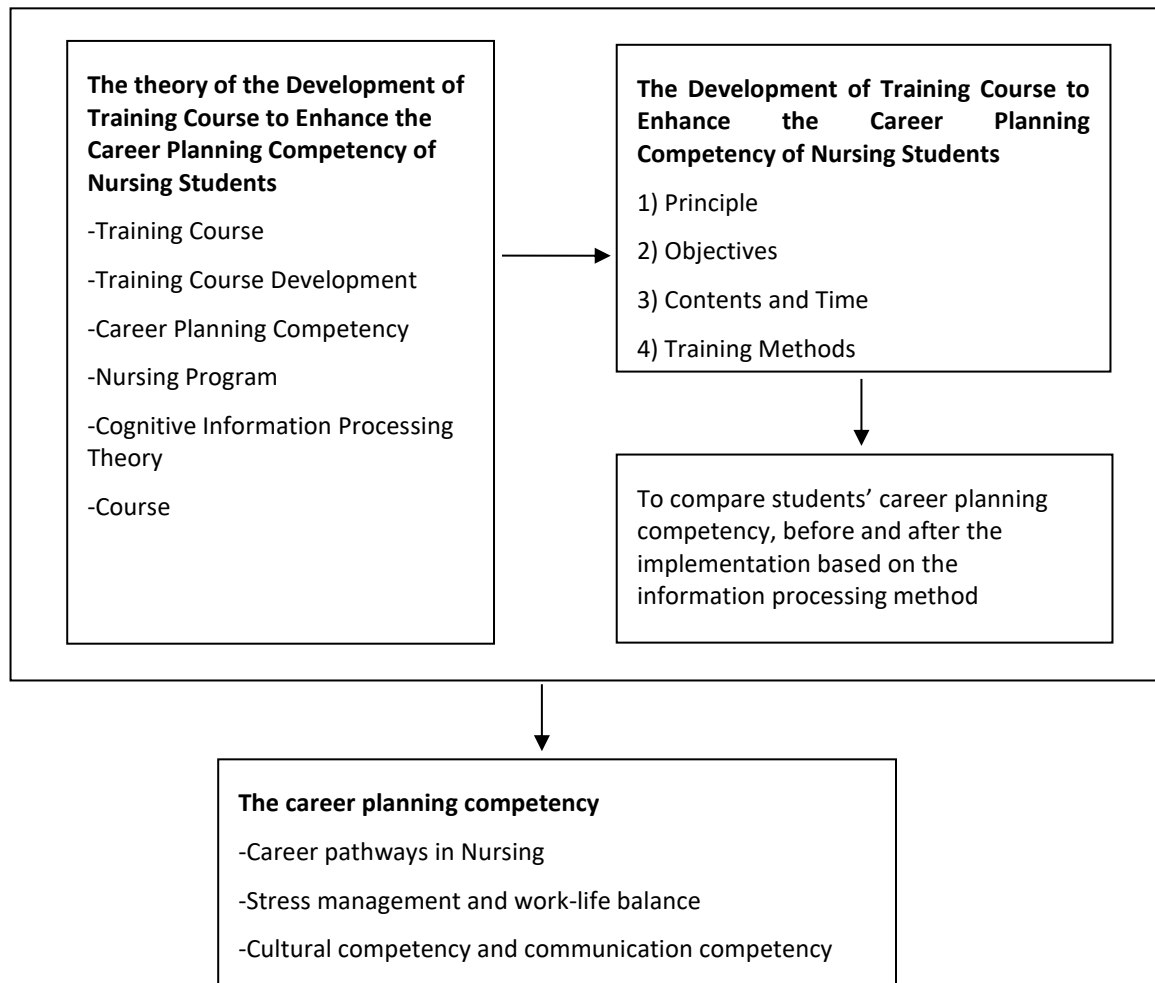


deviation (SD.).

4.3 Quantitative data were analyzed through inferential statistics; Then calculate the different score of learning achievement before and after using Flipped classroom model were analyzed through t – test for dependent sample.

### 5. Conceptual Framework

The research framework of the development of training course to enhance the career planning competency of nursing students.



**Figure 1** Conceptual Framework

### Research results

The study focused on 30 nursing students from the Weifang Nursing Vocational College as research subjects, aiming to enhance the career planning competency from the training course by cognitive information processing. The detailed results of the pre-test and post-test through training course were shown as in Table 1.

**Table 1** Learning score between pre-test and post-test

Learning Content	n	Full Scores	Pre-test		Post-test		D
			$\bar{X}$	SD.	$\bar{X}$	SD.	
1. Career pathways in Nursing	30	40	28	0.846	32	0.986	4
2. Stress management and work-life balance	30	40	22	0.824	28	0.752	6
3. Cultural competency and communication competency	30	40	24	0.622	36	0.632	12
<b>Total</b>		120	74		96		22

From the Table 1, the changes in the scores of three learning content of nursing students about training course of career planning competency were as follows: 1) Career pathways in Nursing: The average score before learning was 28 points, and the average score learning was 32 points, with an average difference of 4 points. 2) Stress management and work-life balance: The average score before learning was 22 points, and the average score learning was 28 points, with an average difference of 6 points. 3) Cultural competency and communication competency: The average score before learning was 24 points, and the average score after learning was 36 points, with an average difference of 12 points. Therefore, the training course could enhance the career planning competency of nursing students.

The application of learned competency in real-world settings, such as clinical environments or job interviews, is a crucial indicator of the course's practical effectiveness. Completion and dropout rates can shed light on the course's overall appeal and effectiveness. External evaluations by educational or professional bodies contribute an objective perspective on the course quality. Specific improvements in career planning competencies, like enhanced resume writing and interview performance, are direct measures of success. Lastly, the job placement rates of participants post-course can significantly indicate the course's effectiveness in aiding students' career planning and development.

**Table 2** Comparison of career planning competency by pre-test and post-test with training course

Learning content	n	Full Point	$\bar{X}$	SD.	t	p
<b>Total score</b>	Pre-test	30	120	80	1.965	9.96 .00
	Post-test	30	120	106	1.16	

Statistically significant at level .01 ( $p < .01$ )

From the Table 2, it could be observed that the career planning competency post-scores were higher than pre-scores, which was statistically significant at the 0.01 level. The average score of students before learning training course was 80 points, and after learning training course, it increased to an average of 106 points, with an average difference of 26 points. The results indicate that after learning training course is better.

## Conclusion and Discussion

### 1. Conclusion

According to the research topic, the study on enhance the career planning competency of nursing students is summarized as follows:

1.1 Development of training course to enhance the career planning competency of nursing students, training course to enhance the career planning competency of nursing students which consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) Evaluation. The course evaluation results were at highest level.

1.2 Comparing students' career planning competency, before and after the implementation. For comparing of their career planning competency before and after implementation, the average score in pre-test evaluation was 80 of full score 120, and in post-test evaluation was 106 of full score 120. It was found that after learning was higher than before learning by statistically at the 0.01 level. That was consistent with the research hypothesis.

## 2. Discussion

Research on the development of training course to enhance the career planning competency of nursing students was conducted in the first semester of the 2023 academic year. It involved the study of career planning competency for 30 nursing students in Weifang Nursing Vocational College using cognitive information processing. The research could be discussed from two parts.

2.1 Development of training course to enhance the career planning competency of nursing students, from the first result, there were discussion as follows:

The principle of the Career Planning Competency Training Course is to equip nursing students with the skills and knowledge necessary for effective career management. This includes understanding the wide array of career opportunities within the nursing field, honing professional skills, and setting realistic and achievable career goals. Zhang (2020)'s research is consistent with this. The study of Zhang (2020) shows that the career planning ability training course has a significant role in promoting the career development of nursing students. By participating in the course, nursing students can better understand the career opportunities in the nursing field, improve their professional skills, and set practical career goals. This will help nursing students to stand out in the future workplace competition and realize their career ideals.

The objectives of the course are multifaceted. Primarily, it aims to provide nursing students with a comprehensive understanding of career planning and development. Additionally, it seeks to enhance students' awareness of their strengths, weaknesses, and career aspirations. The course also offers practical tools and techniques for career management and aims to build confidence in students to make informed career decisions. Wang (2020)'s research is consistent with this. The study of Wang (2020) shows that nursing students need to improve their professional quality and competitiveness through systematic career planning education and practice. This complements the objectives of this course and further verifies the importance and practical value of this course.

The course content is divided into several modules, each lasting one to two hours. The modules cover topics such as the importance of career planning, self-assessment, goal setting, exploring various career options within nursing, resume writing, job application processes, interview skills, professional development, and strategies for career advancement. These topics are designed to provide a holistic approach to career planning and equip students with the necessary skills for their professional journey. The study in Terese, W.M.S. (2019) is consistent with the curriculum content designed in this paper, both emphasizing the importance of career planning for personal development. Through the study of this course, students will be able to master a complete set of career planning methods and skills to lay a solid foundation for their future development.

Training methods employed in the course include lectures, workshops, group discussions, role-playing, case studies, and guest speakers. These methods are intended to provide both theoretical knowledge and practical skills. Lectures and presentations offer foundational knowledge, while workshops and role-playing provide hands-on practice. Group discussions encourage the exchange of ideas, and guest speakers provide valuable industry insights. Smith (2022) study coincides with the training method used in this paper. His research points out that diversified training methods can effectively improve the learning effect and satisfaction of students and enhance the effectiveness of the training.

The course utilizes a variety of learning media and resources to enhance the educational experience. These include printed materials, online resources, multimedia presentations, career planning software, and library resources. These diverse materials ensure that students have access to comprehensive

information and tools to aid their learning. Jones (2021)'s research is consistent with this. Research by Jones (2021) shows that diverse learning media and resources can effectively improve students' learning experience and effectiveness.

Assessment in the course is conducted through quizzes, tests, assignments, participation, feedback, and a final project. These assessments are designed to evaluate the students' understanding of theoretical concepts, practical skills, and overall engagement with the course material. The final project, which involves presenting a comprehensive career plan, serves as a culmination of the knowledge and skills acquired throughout the course.

The course evaluation results indicate that the training program is highly effective and well-received. Students reported a significant increase in their understanding of career planning concepts and felt more confident in their ability to manage their careers. The course content, training methods, and resources were rated highly, contributing to the overall success of the training program. Brown (2023)'s research is consistent with this. The research Brown (2023) suggests that effective career planning training should include the cultivation of the understanding of career planning concepts, self-awareness, goal setting, planning, and continuous learning. Our training program covers exactly these aspects, thus achieving good training results.

2.2 Comparing students' career planning competency, before and after the implementation, from the second result, there were discussion as below.

Once the course content is developed, the next steps are Implementation and Evaluation. The implementation phase involves the actual delivery of the course, organizing logistics like scheduling, securing instructors or speakers, and setting up necessary resources and technology. Maintaining flexibility to adjust the course based on ongoing feedback is crucial during this phase. The evaluation phase involves gathering and analyzing feedback from students and instructors to assess whether the learning objectives were met, the relevance of the content, and the effectiveness of the teaching methods. Cai (2017)'s research is consistent with this. His research found that the implementation and evaluation phases were critical to the success of the course. Through effective implementation and evaluation, the quality of the course content and the teaching effect can be improved. Therefore, educational institutions should pay attention to the curriculum implementation and evaluation links, and continuously optimize the curriculum design to improve the quality of education.

Additionally, practical outcomes such as improvements in students' career planning abilities, resume creation, interview performance, and overall job market readiness are evaluated. Finally, insights from the evaluation are used for continuous improvement of the course, which might involve updating the content to keep pace with changing industry trends, modifying teaching methods to better engage students, or addressing logistical challenges encountered during implementation. Smithoule.A (2017)'s research is consistent with this. In the Smithoule.A (2017)'s study, the curriculum was constantly updated to ensure that students have up-to-date industry knowledge. At the same time, the teaching methods are also adjusted to attract students to participate more effectively and improve their learning enthusiasm.

Through these steps, developing a training course to enhance the career planning competency of nursing students requires careful planning and execution, focusing on creating relevant, engaging content and a rigorous implementation and evaluation process to ensure the course meets its objectives and effectively aids students in their career planning and development.

## Knowledge gained from study

The study highlights the importance of a carefully planned and executed training course to enhance the career planning competency of nursing students, ensuring they are well-prepared for their future careers. Training course to enhance the career planning competency of nursing students which consisted of 1) principle 2) objectives 3) contents and time 4) training methods 5) learning media/resources, and 6) assessment and the course evaluation results were at higher and better level. Training courses that include these elements can really promote career planning competency.

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