

Course Specification

Name of Institution Mahidol University
Campus/Faculty/Department Faculty of Veterinary Science

Section 1 General Information

1. Course Code and Title

VSID 700 Seminar in Veterinary Biomed I
สพคร 700 สัมมนาชีวเวชศาสตร์ทางการสัตวแพทย์ 1

2. Number of Credits

1 (1-0-2) Credits (lecture – laboratory – self-study)

3. Curriculum and Course Type

Program of Study Master of Science Program in Veterinary Biomedical Sciences
Course Type ☒ Core ☐ Required ☐ Electives

4. Faculty Member in Charge of this Course and Advisor of Internship

4.1 Faculty Member in Charge of this Course

Department of Pre-clinic and Applied Animal Science

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- Name: Asst.Prof.Dr.Nathita Phumthanakorn (NP)
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Department of Clinical Sciences and Public Health

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- Name: Asst.Prof.Dr. Mookmanee Taechikantaphat (MT)

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- Name: Dr. Poommate Chomchat (PC)

Phone number +66 02-441-5242-4 (3001)

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4.2 Lecturers

Instructors of the Department of Preclinic and Applied Animal Science and the Department of Clinical Science and Public Health

5. Semester/The training experience required in the curriculum

Semester 1/ Class Level or year 1

6. Pre-requisite

None

7. Co-requisite

None

8. Venue of Study

Matchanu meeting room (Slope, first floor), Faculty of Veterinary Science, Mahidol University

9. Date of Latest Revision

August 17th, 2026

Section 2 Goals and Objectives

1. Course Goals

This course aims to provide knowledge and abilities as follows:

- 1) Determine and select the appropriate article that corresponds to the thesis
- 2) Make criticisms and discussion about the academic publication
- 3) Show the literature presentation, writing, and discussion in class
- 4) Know the ethical research in academic publication

2. Objectives of Course Development/Revision Field Experience Course

Update the curriculum to raise student achievement and update interesting research topic of Veterinary Science based on the subject of the student interests or theses

3. Course-level Learning Outcomes: CLOs

This course aims to provide knowledge and abilities as follows:

1. CLO1 Justify the scientific publication with bioethics and academic morals
2. CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology
3. CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses
4. CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower
5. CLO5 Develop and design the scientific presentation base on academic communication, and information searching skills

Section 3 Course Management

1. Course Description

ภาษาไทย

นักศึกษานำเสนอหัวข้อวิจัยที่ทันสมัยและน่าสนใจด้านวิทยาศาสตร์ทางการสัตวแพทย์ตามหัวข้อที่นักศึกษาสนใจหรือเกี่ยวข้องกับวิทยานิพนธ์

ภาษาอังกฤษ Students update interesting research topic of Veterinary Science based on the subject of the student interests or theses

2. Credit Hours per Semester

Lecture	15	Hour
Laboratory/Field Trip/Internship	0	Hour
Laboratory	0	Hour
Self Study	30	Hour

3. Number of hours that lecturers provide counseling and guidance to individual student

1 hour per week

Section 4 Development of Students' Learning Outcome

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs) On completion of the course, students will be able to:

1. CLO1 Justify the scientific publication with bioethics and academic morals
2. CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology
3. CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses
4. CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower
5. CLO5 Develop and design the scientific presentation base on academic communication, and information searching skills

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLOs	Teaching and learning experience management	Learning outcomes measurements		
	Individual Work and advisor consultation	Attention, answering	Abstract writing	Presentation
CLO1	X	X		X
CLO2	X	X		X
CLO3	X	X	X	X

CLO4	X		X	X
CLO 5	X	X	X	X

Section 5 Teaching and Evaluation Plans

1. Teaching Plan

Week or No.	Topic	Hours			Teaching Methods / Media	CLOs	Lecturers
		Lecture	Lab	Self Study			
1	Orientation	1	-	2	Presentation/ Powerpoint	4	Course coordinators
2	Seminar 1	2	-	-	Presentation/ Powerpoint	1-5	Coordinators/ Instructors
3	Self study	-	-	4			Advisors
4	Seminar 2	2	-	-	Presentation/ Powerpoint	1-5	Coordinators/ Instructors
5	Self study	-	-	4			Advisors

6	Seminar 3	2	-	-	Presentation/ Powerpoint	1-5	Coordinators/ Instructors
7	Self study	-	-	4			Advisors
8	Seminar 4	2	-	-	Presentation/ Powerpoint	1-5	Coordinators/ Instructors
9	Self study	-	-	4			Advisors
10	Seminar 5	2	-	-	Presentation/ Powerpoint	1-5	Coordinators/ Instructors
11	Self study	-	-	4			Advisors
12	Seminar 6	2	-	-	Presentation/ Powerpoint	1-5	Coordinators/ Instructors
13	Self study	-	-	4			Advisors
14	Seminar 7	2	-	-	Presentation/ Powerpoint	1-5	Coordinators/ Instructors
15	Self study	-	-	4			Advisors
Total hours of the entire semester		15	0	30			

2. Evaluation Plan

Learning Outcomes	Evaluation Method				Weight (Percent)
	Advisor	Abstract writing	Presentation	Attention	
CLO1 Justify the scientific publication with bioethics and academic morals	10	-	-	-	10
CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology	5	5	5	-	15
CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses	10	5	10	-	25
CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower	5	-	5	10	20
CLO5 Develop and design the scientific presentation base on academic communication, and information searching skills	5	5	10	10	30
Total	30	15	35	20	100

3. Measurement and evaluation

The assessment is performed during the course to measure the progress and development of students' learning by observing the behavior change and improvement of students' behavior and performance. The assessment results will be notified to the students (feedback) so that the students are constantly able to improve themselves. The assessment results are not included with the test scores at the end of the course.

4. Students' Appeal

Should the students have any suspicion or appeals to the teaching and learning activities and the grade assessment, students could make the appeal by filling in the form at MUVS' Academic Affairs. The appeal will be proposed to the course coordinator to consider the request. If the appeal could not be addressed at this point, it will be further process by the program's Teaching and Learning Development Committee. In case that the committee suggested further investigation should be done, the appeal will be purposed to the faculty's appealing committee to address the issue.

Section 6 Teaching Materials and Resources

1. Textbooks and Main Documents

Day R. and Gastel B. How to write and publish and scientific paper. 7th ed. The University Press: Cambridge; 2012.

2. Documents and Important Information

- Academic Search Ultimate (EBSCLO)
- Biomed Central (BMC)
- Google scholar
- SCOPUS
- Nature Journal (Springer Nature)
- Pubmed
- SAGE online
- Scienedirect

3. Documents and Recommended Information

- Academic Search Ultimate (EBSCLO)
- Biomed Central (BMC)
- Google scholar
- SCOPUS
- Nature Journal (Springer Nature)
- Pubmed
- SAGE online
- ScienceDirect

Section 7 Evaluation and Improvement of Course Management

1. Strategies for Evaluation of Course Effectiveness by Students

At the end of each course, it is required for the students to assess the teaching of each instructor based on the following criteria: punctuality, good role model, application of morals and ethics for the instruction, ability to convey knowledge and encourage students to learn, giving opportunities for students to ask questions and to comment during the study.

The overall outcomes of each course will also be assessed by the students for the following issues: the instructor's knowledge and competency, the course's effectiveness, student's satisfaction with the study, and other comments from students. The evaluation is conducted through online platform.

2. Strategies for Evaluation of Teaching Methods

The instructors or the course coordinators are assigned to conduct the evaluation as follows.

2.1 the students' evaluation for the instruction and overall outcomes of the course in accordance to criteria mentioned in No. 1 – Strategy for Course Effectiveness by Students.

2.2 The instructors must perform self-assessment for the following criteria.

- (1) Appropriate time spent to prepare for the teaching.
- (2) The instructor's satisfaction with the teaching results.
- (3) Solutions or recommendations for the program's teaching improvement or self-improvement for the next class/academic year.

3. Improvement of Teaching Methods

Prior to each academic year, there are meetings/seminars for the instructors of each course to plan to improve the course's teaching and learning management based on the following information.

- (1) the students' academic performance
- (2) the students' evaluation results
- (3) the instructors' assessment results

4. Verification of Students' Learning Outcome

The verification of the standard of the Learning Outcome for the Course is conducted by the course coordinators based on the following aspects.

- (1) The goals of the learning outcomes are clear and feasible.
- (2) The learning experience is aligned with the expected goals.
- (3) The learning experience encourages the students to research and practice self-learning skills.

- (4) The evaluation methods are appropriate to assess the expected goals and learning experience.
- (5) The program applied the educational theory and the results from the previous evaluation to plan for improvement.

At the end of each academic year, the course coordinators, instructors, the Program Committee, and the Teaching and Learning Development Committee will consider the assessment results and the Learning Outcome for the Course to plan for the improvement of the next academic year.

5. Review and Plan to Improve Course Effectiveness

After the course evaluation and verification, the course effectiveness will be improved through the following:

- (1) The course is revised every 3 years according to the evaluation and verification.
- (2) Rotation or changing of instructors so students get different research points of view.

Appendix

Relations between the course and the program

Table 1 Relations between the course and the PLOs

	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
VSID700 / Seminar in Veterinary Biomed I	R	R	R	R	R	R

Program Learning Outcomes (TQF.2)

PLO 1 Manage ethical and moral problems in field practice with evidence-base approaches and leadership together with appropriate logic and value.

PLO 2 Prioritize scientific information in biomedical veterinary science and apply the beneficial output to develop laboratory practice and research study.

PLO 3 Integrate the theory and experiences together with scientific evidences to develop the new knowledge in veterinary science through research study.

PLO 4 Communicate efficiently with multidisciplinary academic colleagues and staff by using the communicate appropriately with the individual groups, both in academic and professional

PLO 5 Utilize digital and information technology (IT) to encourage working network communication, data analysis together with presentation and research publication.

PLO 6 Evaluate principles, purposes, strong critical-thinking with problem-solving skills, to utilizing veterinary science literacy as integral part of the thought process.

Table 2 Relations between CLOs and PLOs

CLOs	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6

CLO1 Justify the scientific publication with bioethics and academic morals	R					R
CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology		R	R			
CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses	P	R	P			R
CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower				P		
CLO5 Develop and design the scientific presentation base on academic communication, and information searching skills				R	R	

Remarks

1. CLO1: Reinforces ethical considerations (PLO1) and practices critical thinking (PLO6).
2. CLO2: Practices application of scientific information (PLO2) and reinforces knowledge integration (PLO3).
3. CLO3: Practices ethical considerations (PLO1), reinforces scientific information application (PLO2), practices research integration (PLO3), and reinforces critical thinking (PLO6).
4. CLO4: Practices communication and interpersonal skills (PLO4).
5. CLO5: Reinforces communication skills (PLO4) and practices technology utilization (PLO5).

Course instructions for VSID700 and VSID701: Seminar in Veterinary Biomed I & II

Students who registered for VSID700 and VSID701, Seminar in Veterinary Biomed I & II, have to present either updating interesting research topic of their interest based on their major subjects or progress report that your thesis advisor suggested, or advisor considered appropriated.

1. Presentation

The presentation will be onsite at the Matchanu meeting room (first-floor slope room). Each session must be moderated by a moderator appointed by the students. The moderator assists the speakers and the audience throughout the session by introducing presenters, keeping the session running smoothly. The moderator will make sure that the speakers stick to the time and the moderator asks and moderates questions. The presenter will be given 30 minutes divided into 15 minutes for content presentation and 10 minutes for Q&A. The break between presentations will be 5 minutes.

2. Abstract

All presenters need to distribute the abstract to all course coordinators 1 week before the presentation (VSID700, VSID 701; VSCL807) to Ms. Pornpen; pornpen.phu@mahidol.edu. The abstract MUST never exceeds 300 words. The abstract submission and writing are subjected to be graded by instructors. The format of the abstract should follow this link: <https://drive.google.com/drive/folders/12LTK56Tm9exsncGLG-0GejdZu5yMukCH>. All abstracts submitted will be checked for plagiarism. The abstract that does not meet the format will be rejected.

3. Invitation

The topics of the presentation each session need to be sent to Ms. Pornpen; pornpen.phu@mahidol.edu, 1 weeks before the presentation. The student must advertise each presentation session by pinning the A5 ad to the elevator bulletin boards (sign the date and time in the ad yourself) or email to Ms. Pornpen. All students enrolled need to follow the instructions carefully. If there are any questions, please ask the course coordinator accordingly.

After the end of the seminar in each day, we will have private constructive feedback session for each presenter (around 30 minutes). Therefore, all activities will end around 15.15

**Schedule for Seminar in Veterinary Biomed I
and Doctoral Seminar in Veterinary Science Semester 1/2026**

No.	Date	Time	Student	Instructor/Advisor
1	02/09/2026	13.30-14.30	Orientation	Course coordinators
		14.35-15.00	Meet your program director	Course coordinators and program directors
2	7/10/2026	14.00-14.30	Tanupong Phinichka	Assoc.Prof.Dr.Anuwat Wiratsudakul
3	14/10/2026	13.30-14.30	Special topic: How to give an effective scientific presentation	Lect. Dr. Chanokporn Puapattanakun (Center for Life-integrated Learning - CLiL)
4	21/10/2026	13.30-14.00	Eidarli San Ko	Asst.Prof.Dr.Nathita phumthanakorn
		14.05-14.35	Pangram Pradip na Thalang	Asst.Prof.Dr.Nlin Arya
5	4/11/2026	13.30-14.00	Napatra Iamsri	Assist.Prof.Dr. Sekkarin Ploypetch
		14.05-14.35	Chutima Sae-kuay	Assist.Prof.Dr. Sekkarin Ploypetch
		14.40-15.10	Nat Phoocharoen	Assist.Prof.Dr. Sekkarin Ploypetch
6	11/11/2026	13.30-14.00	Pisit Sanjan	Assist.Prof.Dr. Sasitorn Rungarunlert
		14.05-14.35	Punnakan Suwannarat	Assist.Prof.Dr. Sasitorn Rungarunlert
		14.40-15.10	Jackie Peter	Asst.Prof.Dr.Sarin Suwanpakdee
7	18/11/2026	13.30-14.00	Jiang Qinyue	Assist.Prof.Dr. Sasitorn Rungarunlert

		14.05-14.35	Andria Meidina Nurshadrina	Asst.Prof.Dr.Nlin Arya
8	25/11/2026	13.30-14.00	Supatsorn Chatsiriyinyong	Lect.Dr.Poommate Chomchat
		14.05-14.35	Lin Yang	Assoc.Prof.Dr.Bunlue Kornmatitsuk
9	2/12/2026	13.30-14.00	Phutapat Ratanapisutpun	Assoc.Prof.Dr. Bunlue Kornmatitsuk
		14.05-14.35	Sukanta Das	Assist.Prof.Dr.Sasitorn Rungarunlert
10	9/12/2026	13.30-14.00	Usanee Musigamas	Asst.Prof.Dr. Roschong Boonyarittichaikij
		14.05-14.35	Panyakamol Chandrasakha	Assoc.Prof.Dr.Sukanya Manee-in
		14.40-15.10	Rey Barcenaz Oronan	Assoc.Prof.Dr.Sukanya Manee-in
		15.15-15.45	Seimar K. Tokpah	Asst.Prof.Dr.Nlin Arya

After the end of the seminar in each day, we will have private feedback session for each presenter. Therefore, all activities will end around 15.00

Course coordinator: Kripitch/Nae/Nathita/Pruettha/Mookmanee/Poommate

Master program director: Assoc.Prof Sivapong sungpradit

Doctoral program director: Assoc. Prof Jitkamol Thanasak

Rubrics evaluation criteria for each criteria (Students need to be in grade “Fair” or above to pass in each CLO)

Advisor Rubrics (35%)

Criterion	Needs Improvement	Fair	Good	Excellent	Weight
CLO1: Justification of scientific publication with bioethics and academic morals	Shows minimal understanding of bioethics and academic morals. Unable to consistently identify or apply ethical principles. Frequent lapses.	Basic understanding of ethical principles but applies them inconsistently. Occasional minor issues with academic integrity.	Solid understanding and application of ethical principles. Consistently identifies and corrects minor lapses quickly.	Exceptional grasp of bioethics and academic morals. Demonstrates leadership in maintaining high ethical standards and integrity.	10%
CLO2: Adaptation and assembly of scientific publication	Struggles to adapt or assemble content for veterinary fields. Lacks coherence and integration of sources.	Adapts and assembles publications with basic relevance. Integration of sources is present but weak.	Effectively adapts and assembles content with clear relevance. Sources are well integrated, showing logical connections.	Exceptional adaptation and assembly of content, demonstrating deep insight. Masterfully integrates diverse sources, creating a cohesive publication.	5%
CLO3: Construction of research proposals	Inadequate proposal with poorly defined objectives, unclear methodology, and weak ethical considerations.	Basic proposal structure present but with methodological flaws and limited ethical considerations. Objectives may lack clarity.	Well-constructed proposal: clear objectives, suitable methodology, sound ethical standards, and a comprehensive literature review. Minor	Outstanding proposal with innovative methodology and exemplary ethical standards. Objectives are clear and highly relevant. Literature review	10%

Criterion	Needs Improvement	Fair	Good	Excellent	Weight
			improvements could enhance quality further.	is exhaustive, showing strong critical analysis.	
CLO4: Development of individual work and interpersonal skills	Weak individual work habits and interpersonal skills. Struggles with deadlines, communication, and collaboration.	Basic individual work habits and limited interpersonal skills. Generally meets deadlines but may need reminders.	Good work habits and effective communication. Consistently meets deadlines, collaborates well, and contributes positively to group dynamics.	Exceptional individual work habits and outstanding interpersonal skills. Consistently exceeds expectations, communicates professionally, and demonstrates leadership in teams.	5%
CLO5: Development and design of scientific presentation	Poorly developed presentation with disorganized or irrelevant content. Visual aids are missing or ineffective; delivery is unclear.	Basic presentation design; content is somewhat relevant but may lack depth or coherence. Visual aids are present but not fully supportive.	Well-organized presentation showing depth of understanding. Relevant visual aids support the content. Delivery is clear and professional.	Exceptional presentation design and execution, with highly relevant, well-organized content.	5%

Abstract Writing Rubrics (15%)

Criterion	Needs Improvement	Fair	Good	Excellent	Weight
CLO2: Adaptation & Assembly (5%)	Weak adaptation/assembly; missing or irrelevant elements; no clear veterinary link.	Basic adaptation; limited relevance; key elements underdeveloped.	Good adaptation with clear relevance; well-developed elements, providing a coherent overview.	Exceptional assembly; comprehensive, insightful coverage showing deep understanding of veterinary fields.	5%
CLO3: Research Proposal Construction (5%)	Inadequate reflection of the proposal; unclear methodology; weak ethical considerations.	Basic reflection; some methodological and ethical points but lacking detail.	Well-defined proposal representation; clear objectives, methods, and ethics.	Outstanding portrayal of research; innovative methods, strong ethics, and precisely defined objectives and outcomes.	5%
CLO5: Presentation Development & Design (5%)	Unclear or unstructured; frequent language errors; limited academic communication skills.	Basic structure; generally correct but lacks sophistication; minimal academic style.	Clear and logical structure; mostly error-free; appropriate academic style.	Exceptional clarity and design; sophisticated, error-free language; high-level academic communication mastery.	5%

Presentation Rubric (30%)

Criterion	Needs Improvement	Fair	Good	Excellent	Weight
CLO2: Adaptation & Assembly	Disorganized content; minimal veterinary relevance; poor source use.	Basic relevance; partial coherence; inconsistent source integration.	Well-organized, relevant content with effective source use.	Expertly adapted, highly relevant, seamlessly integrated sources showing deep understanding.	5%
CLO3: Research Proposal	Objectives unclear; poor methodology; ethical considerations lacking.	Basic overview; some objectives and methodology details; ethics partially covered.	Well-constructed proposal; clear objectives, appropriate methods, thorough ethics.	Outstanding proposal; innovative objectives, robust methodology, and comprehensive ethical considerations.	10%
CLO4: Individual & Interpersonal Skills	Weak delivery; unprofessional approach; struggles with audience Q&A.	Basic delivery; limited engagement; some difficulty with more complex questions.	Clear, professional delivery; good audience engagement and Q&A handling.	Engaging, highly professional delivery; expertly handles questions and demonstrates strong interpersonal skills.	5%
CLO5: Presentation Development & Design	Unclear structure; weak visuals; poor academic communication.	Basic structure and visuals; moderate academic communication.	Well-structured with effective visuals; clear academic communication.	Exceptional structure; innovative, impactful visuals; advanced academic communication skills.	10%

Attention Rubric - course coordinator (20%)

Criterion	Needs Improvement (0–2.5)	Fair (2.51–5)	Good (5.01–7.5)	Excellent (7.51–10)	Weight
Punctuality of Abstract Submission	Submitted more than 5 days after the deadline, or not submitted before the presentation date.	Submitted 3–5 days after the deadline.	Submitted 1-2 day after the deadline, or on time but in the wrong format requiring revision.	Submitted on or before the deadline (1 week prior to presentation) and in the correct format.	10%
Moderator Duty	Did not perform the moderator duty.	Transitions are awkward, limited audience engagement, lacks effective guidance in discussion.	Transitions are acceptable, moderate audience engagement, provides some guidance during discussion.	Transitions are effective, audience engagement is maintained, discussion is well-guided.	5%
Participation (Asking Questions) in Class	Fails to ask meaningful questions that engage the class, resulting in ineffective interaction.	Asks unclear or limited questions that fail to engage the class effectively.	Presents acceptable questions that modestly engage the class, though clarity could be improved.	Poses relevant questions that encourage active participation, with generally clear articulation.	5%