

Faculty of Nursing, Prince of Songkla University
Course Syllabus

Section 1: General Description

1. Code and Course Title 646-551 Advanced Nursing Practicum for Adult Clients
2. Credit 3 (0-9-0) – Practice 135 hours
3. Program Master of Nursing Science (International Program)
4. Course Coordinator Assistant Professor Dr. Khomapak Maneewat
Coordinator Assistant Assistant Professor Dr. Charuwan Kritpracha
5. Semester/Academic Year/Year 2/2018/1
6. Clinical Practice Areas Medical & Surgical wards, Songklanagarind Hospital
Room 2222, 2224, 2226 2nd Building (for daily post-conference)

Section 2: Course Objectives

After completion of this course, students will be able to:

1. Undertake culturally sensitive and comprehensive health assessment using advanced knowledge and skills of systematic and structured history taking alongside a physical examination to diagnose specific care needs of adult clients
2. Develop evidence-based care plan for adult clients with complex care needs addressing nursing interventions and rationales, including desired outcome and method to evaluate outcome that reflects evidence-based practice and eastern wisdom integration
3. Analyze rationale and compare actual day-to-day practices and outcomes with evidence-based practices and desired outcomes and unify the evidence with clinical expertise, client preference, and organizational culture to initiate change appropriately
4. Demonstrate clinical competence to deliver practice at an advanced level through innovative evidence-based nursing interventions to support usual nursing practice and evaluate the efficacy of the interventions on the adult population of interest
5. Demonstrate the autonomy in nursing practice at an advanced level in translating the current best evidence to facilitate change in clinical practice through a direct relationship with clients and through a supportive and consultative role
6. Develop and sustain new partnerships to encourage and foster collaborative multi-disciplinary team working in the attainment of quality and patient safety improvement in the complex care of adult clients

[Note: “adult clients” refer to all adults across adult aged groups who are healthy, at risk, or become acutely or chronically or critically ill, as well as those who are dying and/or being victims of disasters]

Section 3: Course Description and Design

1. Course Description

Advanced health assessment; advanced nursing practice for adults and elders with complicated health problems in acute, chronic, critical and end-of-life phase by integrating concepts, theories, evidence-based related to nursing for adults and elders; emphasis on integrating eastern wisdom to holistic nursing care in multicultural context.

2. Number of Hours per Semester

Lecture/Discussion	Lab	Self-study	Field Practice	Tutorial
-	-	-	135	-

3. Number of Hours per Week for Consultation

3.1 Hours assigned for individual consultation

	Week	Date	Hour
Dr. Khomapak Maneewat	1-3	Monday	8.00-9.00 a.m.
Dr. Charuwan Kritpracha	4-6	Monday	8.00-9.00 a.m.

Section 4: Learning Outcomes

1. Morality and Ethics

- 1.1 Analyze and use ethical reasoning as well as ethical decision-making in allocating care for adult and elders
- 1.2 Manage ethical conflicts/dilemmas concerning impacts or consequences to oneself and stakeholders
- 1.3 Perform as a role model of in using code of ethics underpinning nursing practice for adults and elders
- 1.4 Perform moral integrity in discussing as well as participate in ethical decision-making encounter in day-to-day nursing practices
- 1.5 Allocate nursing practice concerning patient bill of rights

2. Knowledge
 - 2.1 Integrate relevant knowledge and concepts, including eastern wisdom knowledge, transcultural nursing to understand and allocate nursing practice for adults and elders
 - 2.2 Apply knowledge of current update advanced medical technology for adults and elders to allocate care of adults and elders
 - 2.3 Utilize research results and current best available evidence into clinical nursing practices of adults and elders
 - 2.4 Integrate multicultural care knowledge to allocate care of adults and elders
3. Cognitive Skills
 - 3.1 Analyze and synthesize scientific nursing knowledge and knowledge from related fields to improve quality of care for adults and elders
 - 3.2 Integrate scientific nursing knowledge, concepts, eastern wisdom knowledge, including evidence-based nursing practice and relevant knowledge to allocate holistically care for adults and elders
 - 3.3 Establish teaching plan, give health education, and consultation for clients, family members, healthcare providers, or nursing care team staff
 - 3.4 Establish a set of nursing intervention/ innovation practice/clinical practice guideline for adults and elders
 - 3.5 Analyze and solve complex problem of clients, creatively
4. Interpersonal Skills and Responsibility
 - 4.1 Establish and maintain therapeutic relationships with adult and elderly clients to achieve the expected outcomes
 - 4.2 Manage and solve the complicated problem appropriate with a specific situation
 - 4.3 Perform behaviors reflecting life-long learning and self-improvement, including nursing profession and social development concerning the benefit of mankind and cultural diversities
 - 4.4 Demonstrate leadership and management skills, including teamwork skills effectively
 - 4.5 Collaborate with and participate in multidisciplinary team working as well as other networking to achieve the expected outcomes
5. Numerical Analysis, Communication and Information Technology Skills
 - 5.1 Critical appraisal of quantitative data and statistics value to utilize with clinical nursing practices of adults and elders
 - 5.2 Demonstrate data communication competence
 - 5.3 Demonstrate competence in applying information technology to create self-study

Section 5: Course Plan and Evaluation

5.1 Course Plan

Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
Wk. 1 Wed. March 13, 2019	8-9 am	Orientation Course	<ul style="list-style-type: none"> - Conduct an orientation: <ul style="list-style-type: none"> : overview of the course : expected learning outcomes : course requirements : clinical paperwork : course evaluation - Relevant legislations & local policy <ul style="list-style-type: none"> : respect individual and cultural diversity, performance expectations : arrive & leave; uniform/dress code; identify yourself : professional boundaries : sensitively and culturally practices - Group Brainstorming: Smoothing transition from RN to APRN: Tips for success 	<ul style="list-style-type: none"> - Read archived syllabus in advance - Keep up-to-date for any changes - Active listening - Write your learning desired learning outcomes for placement - Ask questions - Participate group brainstorming: How you and your group are going to meet the learning outcomes? 	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
March Wed. 13	10am- 12 pm	Intergroup team working and high group strength	Interactive team building activities: <ul style="list-style-type: none"> : coming together is the beginning: : getting-to-know-you 	Proactively participate in team building activities	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
March Wed. 13	12-1 pm	Lunch	- FFF – Let's have lunch together	Enjoy Your Meal	All Together
March Wed. 13	1-2 pm	Intergroup relation	Interactive team building activities: <ul style="list-style-type: none"> : keeping together is progress : Better together we go far : None of us is as smart as all of us 	Proactively participate in team building activities	Dr. Charuwan Dr. Kittikorn Dr. Khomapak

Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
March Wed. 13	2-4pm	Intergroup team working and high group strength	Interactive team building activities: : working together is success : success doesn't rush, the greatest reward is the journey : together we can do great things	Proactively participate in team building activities	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
Wk. 1 March Thurs. 14	8-10 am	Mindfulness Meditation workshop	- Explain basic principles of mindfulness meditation - Demonstrate meditation - Explain how to apply (evidence-based) meditation to manage symptoms or enhance comfort of clients in advanced nursing practice	- Active listening - Practice of meditation - Ask question: How to apply (evidence-based) meditation practices to adult clients or your population of interest with complex care needs?	Assist/Prof Aungsuma
March Thurs. 14	10am- 12 pm	Yoga workshop	- Explain basic principles of Yoga - Demonstrate Yoga - Explain how to apply (evidence-based) Yoga to manage symptoms or enhance comfort of adult clients in advanced nursing practice	- Active listening - Practice of Yoga - Ask question: How to apply (evidence-based) Yoga for adult clients or your population of interest with complex care needs?	Dr. Prapaporn
March Thurs. 14	1-3 pm	Massage therapy workshop	- Explain basic principles of massage - Demonstrate massage therapy - Explain how to apply (evidence-based) massage to manage symptoms or enhance comfort of adult clients in advanced nursing practice	- Active listening - Practice of meditation - Ask question: How to apply (evidence-based) message for adults or your population of interest with complex care needs?	Dr. Prapaporn
March Fri. 15	8-9 am	Placement orientation	- Introduce to the head nurse, ward staff, nursing & health care team - Describe common types or	- Active listening - Ask meaningful questions - Practice of assessing hospital information system	Dr. Charuwan Dr. Kittikorn Dr. Khomapak

Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
			<p>diagnoses of patients, daily nursing care routine, guidelines, policies who when & how to ask for help, organizational culture</p> <ul style="list-style-type: none"> - Discuss students' role and level of expectations within the team - Inform skills independent and required direct supervision - Describe culturally sensitive care for patients in Thai cultures - Tour of unit; locate equipment rooms resources available - Demonstrate steps in gaining access and using the computerized medical record system 		
March Fri. 15	9 am- 12 pm	Practice Advanced health assessment	<ul style="list-style-type: none"> - Assign a patient to a student aligned to particular population of interest - Assign student to develop a comprehensive focused health assessment approach plan utilizing a structured evidenced-based framework, interviewing techniques, physical examination techniques - Give consultation 	<ul style="list-style-type: none"> - Develop a comprehensive focused health assessment approach plan with framework, interviewing techniques, physical examination techniques - Ask for consultation 	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
	1-3 pm		<ul style="list-style-type: none"> - Interactively discuss the plan - Provide feedback and suggestions - Individual coaching as needed - Ask the students to evaluate their own knowledge and skills to conduct a client assessment and plan for improvement 	<ul style="list-style-type: none"> - Interactively discuss the plan - Take feedback to revise the plan - Work under coaching as needed - Assess his/ her own knowledge and skills to conduct a client assessment and plan for self-improvement 	
	3-4 pm	A clinical reflection session	<ul style="list-style-type: none"> - Interactively discuss the plan and mutually revise the plan 	<ul style="list-style-type: none"> - Interactively discuss the plan and mutually revise the plan 	

Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
			<ul style="list-style-type: none"> - Create questions to share clinical practice and learning, self-reflection assess own learning - Debrief a clinical practice experience and plan for next week 	<p>Actively participate stay focused with group, share information learning experience and own perspectives and opinions to attain consensus</p>	
Wk. 2 March Wed. 20	8 am- 12 pm 1-3 pm 3-4 pm	Practice Advanced health assessment (Cont'd.) A clinical reflection session	<ul style="list-style-type: none"> - Assign a patient to a student aligned to particular population of interest - Assign student to develop a comprehensive focused health assessment approach and to finish within a half day (morning) - Discuss and feedback the plan - Allow students to assess the clients - Participant observations to assess students' performance and keep anecdotal notes - Create questions to share clinical practice and learning, self-reflection assess own learning - Debrief a clinical practice experience and plan with students to prepare diagnostic reasoning process for tomorrow placement 	<ul style="list-style-type: none"> - Develop a comprehensive focused health assessment plan for the assigned client as required and finish within the morning - Interactively discuss and revise the plan - Perform focused assessment - Ask for supervision when necessary - Accept feedback - Actively participate stay focused with group, share information learning experience and own perspectives and opinions - Self-directed learning plan for diagnostic reasoning process 	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
Wk.2 March Thurs. 21	8am- 3 pm	Practice Advanced health assessment (Cont'd.)	<ul style="list-style-type: none"> - Assign students to synthesize possible diagnoses using diagnostic reasoning process: - Organizing and interpreting data - Clustering and identify missing data - Integrating data to identify cue recognition, make inference or draw conclusion, and - Chose diagnostic labels from NANDA 	<ul style="list-style-type: none"> - Use diagnostic reasoning to synthesize possible diagnoses: - Organize and interpret data - Cluster and identify missing data - Integrate data to identify cue cluster, make inference or draw conclusion, and chose diagnostic labels from NANDA (>1 lists) 	Dr. Charuwan Dr. Kittikorn Dr. Khomapak

Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
	3-4 pm	A clinical reflection session	<ul style="list-style-type: none"> - Check defining characteristics to confirm or rule out diagnoses - Create questions to share clinical practice and learning, self-reflection - Debrief a clinical practice experience and plan to prepare NANDA nursing diagnoses documentation 	<ul style="list-style-type: none"> - Check defining characteristics to confirm or rule out diagnoses - Actively participate stay focused with group, share experience - Self-directed learning plan for nursing diagnoses documentation 	
March Fri. 22	8 am- 3 pm	Practice Advanced health assessment (Cont'd.)	<ul style="list-style-type: none"> - Describe and discuss PES nursing diagnoses components of actual/ risk/ wellness diagnosis - Discuss nursing diagnosis vs. medical diagnosis - Assign students to document nursing diagnosis of the client and - Articulate the plan related to the formulated diagnosis of client; <ul style="list-style-type: none"> : outcomes (Bloom's taxonomy) : evaluation criteria : evidence-based interventions 	<ul style="list-style-type: none"> - Discuss PES nursing diagnoses documentation - Discuss nursing diagnosis vs. medical diagnosis - Document nursing diagnosis of the assigned client - Articulate the plan related to the formulated diagnosis of client; <ul style="list-style-type: none"> : outcomes (Bloom's Taxonomy) : evaluation criteria : evidence-based interventions 	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
	3-4 pm	A clinical reflection session	<ul style="list-style-type: none"> - Ask a student to present and discuss the nursing care plan with peers - Give feedback and suggestions - Create questions to share clinical practice and learning, self-reflection - Debrief a clinical experience - Interactively plan to well prepare evidence-based nursing interventions to implement with client next week 	<ul style="list-style-type: none"> - present and discuss the nursing care plan with peers - Accept feedback and suggestions - Actively participate stay focused with group, share experience - Self-directed learning plan and prepare for nursing diagnoses documentation evidence-based nursing interventions to implement with client next week 	

Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
Wk. 3 March Wed. 27	8 am- 12 pm 1-3 pm 3-4 pm	Practice EBP project with a selected client with particular complex care needs A clinical reflection	<ul style="list-style-type: none"> - Plan and design the EBP project 4-week implementation action with students and clinical APN - Assign student to critically analyze of the nursing role, usual practices and outcomes in the care of the selected client using participant observation - Then, compare with evidence-based intervention and desired outcomes, analyze the feasibility and barriers to translate into the context, revise plan under supervision - Select a client with complex care needs with each student - Coaching & feedback as needed - Assign student-led reflection - Debrief a clinical experience 	<ul style="list-style-type: none"> - Present the project and discuss implementation plan - Do participant observation and critically analyze the nursing role, usual practices and outcomes in the care of the selected client and compare with evidence-based intervention & desired outcomes - Analyze the feasibility and barriers to translate into the context follow by revise plan and interventions under supervision - Select a client with complex care needs under consultation - Start implement EBP project as planned and ask for consultation - Student-led reflection - Plan for tomorrow 	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
Wk. 3-6 Wed.- Fri. March 28-29 April 3-5; 10-12; 17-18	8-9 am 9-10am 10 am- 3 pm 3-4 pm	Practice EBP project with a selected client with particular complex care needs A clinical reflection	<ul style="list-style-type: none"> - Take part in patient handover - Attend students' preconference - Participant observations to maintain quality and patient safety - Supervise, coaching, assess the progress and provide feedback, - Cultivate spirit of inquiry - Facilitate to share knowledge with multidisciplinary team - Mutual plan with a student seems unlikely to succeed in any outcomes - Participate student-led reflection - Debrief a clinical experience 	<ul style="list-style-type: none"> - Take part in patient handover - Preconference of EBP project - Implement EBP project as planned, monitor, revise - Accept feedback & supervision - Develop spirit of inquiry - Share knowledge with teams - Ask for consultation - Monitor your learning outcomes - Weekly evidence-based concept-map care plan & reflective report - Student-led reflection - Plan for tomorrow 	Dr. Charuwan Dr. Kittikorn Dr. Khomapak

Week/ Date	Time	Topics	Teaching Activities	Learning Activities	Clinical Faculty
Wk. 6 Fri. April 19	8 am.- 3pm	Disseminati on of EBP project	- Assign students to give oral presentation of EBP project implementation outcomes - Participate and provide feedback	- Group brain storming to design EBP project showcase - Give oral presentation of EBP project implementation - Peer feedback on presentation	Dr. Charuwan Dr. Kittikorn Dr. Khomapak
	3-4 pm	Course evaluation	- Use the debriefing technique to evaluate the course	- Actively participate to reflect experienced, achievement, and recommendations for better improvement - Write a report of EBP project implementation outcomes and submit as proposed timeline	

5.2 Evaluation Plan of the Learning Outcomes

Assigned work	Type of work	Evaluation Tool	Week	Weight (%)
1. Practice focused advanced health assessment (1-2 cases)	Individual	Form 01-16(1)	1 & 2	10
2. Practice advanced nursing* 2.1 practice EBP project in clients with particular complex care needs at least 3 cases 2.2 concept mapping according to Schuster (2008) 2.3 self-reflective writing according to Carper's four way of knowing 1-2 cases/ week 2.4 counselor/ allocate activity to enhance EBP utilization for clients with complex care needs 2.5 allocate health education for adult clients and family members with complex care needs	Individual	Form 01-16(1)	3 to 6	75

Assigned work	Type of work	Evaluation Tool	Week	Weight (%)
3. Present EBP project implementation outcomes	Individual	Presentation evaluation form	6	10
4. Write a report of EBP project implementation	Individual	Report evaluation form	6 Submit April 26	5

Note:

Any incoming doubts or queries about the course evaluation and grading will be welcome, please email or contact a course coordinator with this semester or one semester following of this semester

Section 6: Learning Resources

6.1 Required Textbooks/ Books

- Brown, S. J. (2018). *Evidence-based nursing: the research-practice connection*. (4th ed.). Burlington, Massachusetts: Jones & Bartlett Learning. (WY100.7 B879e)
- Butts, J. B. & Rich, K. L. (2018). *Philosophies and theories for advanced nursing practice*. (3rd ed.). Burlington, MA: Jones & Bartlett Learning. (WY86 P568)
- Carpenito, L. J. (Ed.). (2017). *Nursing diagnosis: application to clinical practice*. (15th ed.). Philadelphia: Wolters Kluwer. (WY18.2 N974 2017)
- Collins-Bride, G. & Saxe, J. M. (2017). *Clinical guidelines for advanced practice nursing: an interprofessional approach*. (3rd ed.). Burlington MA: Jones & Bartlett Learning.
- Denise, P. F. & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice*. (9th ed.). Philadelphia: Wolters Kluwer Health. (WY20.5 P769e)
- Giger, J. N. (Ed.). (2017). *Transcultural nursing: assessment & intervention*. (7th ed.). St. Louis, Mo.: Elsevier. (WY107 T772 2017)
- Good, V. & Kirkwood, P. L. (Eds.). (2018). *Advanced critical care nursing*. (2nd ed.). St. Louis, Missouri: Elsevier. (WY154 A244)
- Gulanick, M. & Myers, L. (Eds.). (2017). *Nursing care plans: diagnoses interventions,*

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- & outcomes.* (9th ed.). St. Louis, Missouri: Mosby, Elsevier Inc. (WY49 N974)
- Herdman, T. H. & Kamitsuru, S. (Eds.). (2018). *NANDA International nursing diagnoses: definitions & classification 2018-2020.* (11th ed.) New York: Thieme. (WY15 N176)
- Hinkle, J. L. & Cheever, K. H. (Eds.). (2018). *Brunner & Suddarth's textbook of medical-surgical nursing.* (14th ed.). Philadelphia: Wolters Kluwer. (WY150 H663b)
- Melnyk, B. M. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing and health care: A guide to best practice.* Philadelphia: Wolters Kluwer/ Lippincott. (WY100.7 M527e 2015)
- Rhoads, J. & Petersen, S. W. (2018). *Advanced health assessment and diagnostic reasoning.* (3rd ed.). Burlington, MA: Jones & Bartlett Learning. (WB141 R474a)
- Schuster, P. M. (2016). *Concept mapping: a critical-thinking approach to care planning.* (4th ed.). Philadelphia, Pa.: F.A. Davis. (WY100 S395c)

Clinical Placement Student Roster

Student's Name	Wk.1	Wk.1	Wk.2	Wk.3	Wk.4	Wk.5	Wk.6	Wk.6
International students & Domestic students	March 13, 14	March 15	March 20, 21, 22	March 27, 28, 29	April 3, 4, 5	April 10, 11, 12	April 17, 18	April 19
กฤติยา ปองอนุสรณ์ ปรีดา คงภักดี สุจิตใจ รินรส อนุชิต มระอปี อุทัยวรรณ ราชแก้ว	Preparation Course	Female Medical Ward Dr. Kittikorn	Female Medical Ward Dr. Kittikorn	Female Medical Ward and wards target* Dr. Kittikorn Nilmanat	Female Medical Ward and wards target* Dr. Kittikorn	Female Medical Ward and wards target* Dr. Kittikorn	Female Medical Ward and wards target* Dr. Kittikorn	EBP Project Presentation & Award Debriefing Course
ลลิตา กัญญา จิราภรณ์ ชูอ่อน นอวาศี มะยี่ Yinglan Li Cheevarat Puttasara	Preparation Course	Male Medical Ward I Dr. Charuwan	Male Medical Ward I Dr. Charuwan	Male Medical Ward I and wards target* Dr. Charuwan Kritpracha	Male Medical Ward I and wards target* Dr. Charuwan	Male Medical Ward I and wards target* Dr. Charuwan	Male Medical Ward I and wards target* Dr. Charuwan	EBP Project Presentation & Award Debriefing Course
ปรีณา เสนาสนะ พุรชาน ปินชา ศศิษา ปินสะมะ Mei zhae LI HU	Preparation Course	Male Surgical Ward I Dr. Khomapak	Male Surgical Ward I Dr. Khomapak	Male Surgical Ward I and wards target* Dr. Khomapak Maneewat	Male Surgical Ward I and wards target* Dr. Khomapak	Male Surgical Ward I and wards target* Dr. Khomapak	Male Surgical Ward I and wards target* Dr. Khomapak	EBP Project Presentation & Award Debriefing Course

*Depending on the admission of your patient with specific problem of complex care needs

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