

Faculty of Nursing, Prince of Songkla University

Course Syllabus

Section 1: General Description

1. Code and Course Title 646-532 Advanced Nursing for Adults and Elders
2. Credit 3(3-0-6) Discussion 45 hours, self-study 90 hours
3. Program Master of Nursing Science (International Program)
4. Course Coordinator Assistant Professor Dr. Charuwan Kritpracha

Coordinator Assistant Assistant Professor Dr. Khomapak Maneewat
5. Semester/ Year/ Academic Year 2/1/2018
6. Classroom Room 3201, 3rd Building

Section 2: Course Objectives

1. Course Objectives

After completion of this course, students will be able to

- 1.1 Analyze concepts, theories related to health promotion in adults and elders
- 1.2 Explain concepts, theories, holistic care, and caring system that integrating eastern wisdom in a multicultural context
- 1.3 Analyze common problems found in health promotion, symptom management, and advanced adult and elderly nursing in acute, chronic, critical, and end-of-life phase, including in emerging diseases and disaster with considerations to holistic nursing and multicultural care context
- 1.4 Synthesize and utilize the relevant evidences to establish a set of nursing interventions for specific or selected population to achieve holistically and culturally sensitive positive health outcomes.

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Section 3: Course Description and Design

1. Course Description

Concepts, theories, caring system, health promotion, common health problems, symptom management, advanced adult and elderly nursing in acute, chronic, critical, and end-of-life phase, emerging diseases, disaster based on evidence; integrating eastern wisdom and holistic nursing in multicultural context

2. Number of Hours per Semester

Lecture/Discussion	Lab	Self-study	Field Practice	Tutorial
45	-	90	-	-

3. Number of Hours per Week for Consultation

3.1 Hours assigned for individual consultation

	Week	Date	Hour
Assist. Prof. Dr. Charuwan Kritpracha	1-4	Monday	12.00 am-1.00 pm
Assist. Prof. Dr. Khomapak Maneewat	5-8	Tuesday	8.00 am-9.00 am

Course coordinator will inform students about hours assigned for individual/group consultation/discussion on the orientation section on the first day of the course and will announce the consultation time via LMS2@PSU. Students have to make appointment with the course coordinators or advisors as scheduled.

Section 4: Learning Outcomes

Expected learning outcomes

1. Moral and Ethics

Demonstrate ethical standard in conducting research and academic work (ELO 1.3)

2. Knowledge

Describe nursing concepts and principles, eastern wisdoms, and related disciplines in order to study intensively and develop nursing practices holistically (ELO 2.1)

Apply updating nursing knowledge to care for clients (ELO 2.2)

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3. Intellectual skills – spacing errors

Analyze and synthesize nursing knowledge and related disciplines in order to improve quality of nursing practice. (ELO 3.1)

Screening essence knowledge and information to educate or facilitate to promote learning or consultation for patients/clients, family caregivers, nurses and health care team (ELO3.3)

Plan for guideline to solve problems and develop care model/nursing innovation/practice guideline for patient care (ELO3.4)

4. Interpersonal skills and responsibilities

Demonstrate responsibility in learning and developing yourself, including to profession and society for the benefit of mankind and multicultural continuously (ELO 4.3)

5. Numerically analytical, communication and information technology skills

Screening quantitative and statistics information in order to study intensively, conclude and provide recommendations for solve problems in care for adults and elders (ELO 5.1)

Use updating information technology for self-study and communicate information and studied findings to academic group (ELO 5.3)

Section 5: Course Plan and Evaluation**5.1 Course Plan (Schedule)**

Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
Wk 1 Jan 7, 2019	13.00-13.30 pm. (0.5 hr.)	Course orientation	Discussion	Assist. Prof. Dr. Charuwan Kritpracha Assist. Prof. Dr. Khomapak Maneeewat
Wk 1 Jan 7, 2019	13.30-16.30 (3 hrs.)	Module 1: Concepts in advanced nursing 1.1 Evidence-based nursing practice: Concept and application	Discussion	Assist. Prof. Dr. Khomapak
Wk 1 Jan 8, 2019	13.00-15.00 (2 hrs.)	1.2 Conceptual mapping	Discussion	Assist. Prof. Dr. Khomapak

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
Wk 2 Jan 14, 2019	13.00-116.00 (3 hrs.)	1.3 Advanced Nursing in Holistic care 1.3.1 Definition/Components 1.3.2 Transcultural care 1.3.3 Integration of eastern wisdom into care 1.3.4 Roles of advanced practice nurses in holistic health care	Discussion	Assoc. Prof. Dr. Praneed Songwattana. Assist. Prof. Dr. Tippamass Chinnawong
Wk 2 Jan 15, 2019	13.00-14.00 (1 hr.) 14.00-15.00 (1 hr.) 15.00-16.00 (1 hr.)	Module 2 Care system 2.1 Illness trajectory 2.2 Care for adults across life span and health status 2.3 Continuum of care	Discussion Discussion Discussion	Assist. Prof. Dr. Wipa Saesia Assist. Prof. Dr. Wipa Assoc. Prof. Dr. Kittikorn
Wk 3 Jan 21, 2019	13.00-15.30 (2.5 hrs.) 15.30-17.00 (1.5 hrs.)	2.4 Concepts of nursing care for elderly clients 2.5 Palliative care and end of life care	Discussion Discussion	Assist. Prof. Dr. Kanitta Assist. Prof. Dr. Chantra Promnoi Assoc. Prof. Dr. Kittikorn
Wk 3 Jan 22, 2019	13.00-14.30 (1.5 hrs.) 14.30-16.00 (1.5 hrs.)	Module 3 Advanced Nursing in health promotion 3.1 Definition/components/process 3.2 Goals/impacts/quality of life 3.3 Health promotion policies and strategies 3.4 Theories related to health promotion including Self-efficacy, Self-management, Empowerment and, Health Promotion Model	-Discussion -Study at Faculty of Nursing, elderly center -learning and sharing through LMS2@PSU -Self-study	Assist. Prof. Dr. Natenapha Khoopuntawee Assist. Prof. Dr. Kanitta Naka Assist. Prof. Dr. Charuwan

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
		3.5 Application of health promotion theories to achieve behavior modification		
Wk 4 Jan 28, 2019	13.00-15.00 (2 hrs.)	Integration of evidence-based nursing in health promotion	Students present conceptual mapping and lead discussion	Assist. Prof. Dr. Natenapha Assist. Prof. Dr. Kanitta Assist. Prof. Dr. Charuwan
Wk 4-5 Jan 29, 2019 Feb 4, 2019 Feb 5, 2019	13.00-17.00 13.00-15.30 13.00-15.00 (9.5 hrs.)	Module 4 Evidence-based nursing in patients with non-communicable diseases and chronic illnesses (diabetes, hypertension, cardiovascular diseases, respiratory diseases, renal diseases, cancer) - Introduction of the module - Identify objectives, goals, learning process of the module - Comprehensive holistic assessment - Analyze patients' problems, write a clinical scenario - Analyze existing evidence and synthesize nursing intervention - Integration of evidence-based nursing in patients with non-communicable diseases and chronic diseases	-Discussion -Learning activities at wards -learning activities through LMS@PSU -self-study - Students present conceptual mapping and lead discussion	Assist. Prof. Dr. Tippamas Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Hathairat Assist. Prof. Dr. Kantaporn Yodchai
Wk 6 Feb 11, 2019 Feb 12, 2019	13.00-17.00 13.00-15.30 (6.5 hrs.)	Module 5 Evidence-based nursing in patients with acute illnesses, wound, pain, communicable diseases and emerging diseases - Introduction of the module - Identify objectives, goals, learning process of the	-Discussion -Learning activities at wards -learning activities through LMS@PSU -self-study	Assist. Prof. Dr. Wipa Assist. Prof. Dr. Khomapak Dr. Ratjai Vejprasit

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
		module - Comprehensive holistic assessment - Analyze patients' problems, write a clinical scenario - Analyze existing evidence and synthesize nursing intervention - Integration of evidence-based nursing in patients with acute illnesses, wound, pain, communicable diseases and emerging diseases	- Students present conceptual mapping and lead discussion	
Wk 7 Feb 18, 2019 Feb 19, 2019	13.00-17.00 13.00-15.00 (6 hrs.)	Module 6 Evidence-based nursing in critically ill patients, trauma and disaster (Early warning scores and update on the management for shock patients, trauma and disaster management) - Introduction of the module - Identify objectives, goals, learning process of the module - Comprehensive holistic assessment - Analyze patients' problems, write a clinical scenario - Analyze existing evidence and synthesize nursing intervention - Integration of evidence-	-Discussion -Learning activities at wards -learning activities through LMS@PSU -self-study - Students present conceptual mapping and lead discussion	Assist. Prof. Dr. Khomapak Assoc. Prof. Dr. Praneed Assist. Prof. Dr. Jintana

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
		based nursing in in critically ill patients, trauma and disaster		
Wk 8 Feb 25, 2019	13.00-15.00 (2 hrs.)	Presentation of the individual evidence-based nursing in selected patients	-Presentation -Discussion	Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Khomapak Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Khomapak
	15.00-15.30 (0.5 hr.)	Course evaluation	-Discussion	

5.2 Evaluation Plan of the Learning Outcomes

ELO	Evaluation methods	Week for evaluation	percentage
LO 1.3, 2.1, 2.2, 3.1, 3.3, 3.4, 4.3, 5.1, 5.3	- Presentation of conceptual mapping (group work) (Form GS 01-22)	4, 5, 6, 7	60% (10% for each conceptual mapping)
	- Participation in class (individually evaluation) (Form GS 01-42)	1 - 8	Participation 10%
LO 1.3, 2.1, 2.2, 3.1, 3.3, 3.4, 4.3, 5.1, 5.3	- Presentation of the individual evidence-based nursing in selected patients (Form GS 01-22)	8	10 %
	- Paper of the individual evidence- based nursing in selected patients (Form. 01-17)	8	20 %

Note: Students can request for disclosure of an unexpected mark/grade within the next following semester only

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Section 6: Learning Resources

6.1 Required Textbooks/ Books

- Boltz, M., Capezuti, E., Fulmer, T., & Zwicker, D. (Eds.) (2016). *Evidence-based geriatric nursing protocols for best practice*. (5th ed.). New York, NY: Springer Publishing.
- Brown, S. J. (2018). *Evidence-based nursing: the research-practice connection*. Burlington, Massachusetts: Jones & Bartlett Learning.
- Larsen, P. D. (2016). *Lupkin's Chronic illness: Impact and Interventions* (9th ed.). Boston, NY: Jones and Bartlett.
- Lewis, S.L., Bucher, L. & Heitkemper, M.M. (Eds). (2017). *Medical-surgical nursing: assessment and management of clinical problems*. (10th ed.). St. Louis, Missouri: Elsevier.
- LoBiondo-Wood, G. & Haber, J. (Eds). (2018). *Nursing research: methods and critical appraisal for evidence-based practice* (9th ed.). St. Louis: Mosby Elsevier.
- Pender, N., Murdaugh, C., & Parsons. M. (2011). *Health promotion in nursing practice* (6th ed.). Upper Saddle River, NJ: Pearson.
- Melnyk, B. M. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing and health care: A guide to best practice* (3rd ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.
- Polit, D. F. & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice* (9th ed.). Philadelphia: Wolters Kluwer Health.
- Polit, D. F. & Beck, C. T. (2018). *Nursing research: generating and assessing evidence for nursing practice* (10th ed.). Philadelphia: Wolters Kluwer Health.
- Urden, L. D., Stacy, K. M., & Lough, M.E. (Eds.). (2018). *Critical care nursing: diagnosis and management* (8th ed.). St. Louis: Mosby Elsevier.

6.2 Suggested Books and Other Resources

6.2.1 Books

- Farrell, C. (2016). *Advanced nursing practice and nurse-led clinics in oncology*. London: Routledge.
- Good, V. & Kirkwood, P. L. (2018). *Advanced critical care nursing*. (2nd ed.). St. Louis, Missouri: Elsevier.
- LaCharity, L. A. & Kumagai, C. K. (2016). *Clinical nursing judgment study guide for medical-surgical nursing: patient-centered collaborative care*. (8th ed.). St. Louis, Mo: Elsevier.
- Melnyk, B. M. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing and health care: A guide to best practice*. Philadelphia: Wolters Kluwer/ Lippincott Williams & Wilkins.

6.2.2 Website

<http://joannabriggs.org/>

<http://ebn.bmjournals.com>

<http://www.clinicalevidence.com>

<https://www.aacn.org/>

<https://www.sepsis.org/>

<https://www.rcplondon.ac.uk/projects/outputs/national-early-warning-score-news-2>

<https://www.aacn.org/>

<http://www.aspmn.org/Pages/default.aspx>

Guideline for learning activities as course requirement

The details of learning activities as course requirement are provided below

1. Learning activities for module 1 and 2 (group work)

For module 1 and 2, the instructors identify objectives, questions for discussion, and provide learning resources, including articles, websites, online resources at the first session. The students are expected to actively learn through self-study, prepare before class, and discuss in class. In addition, the students are encouraged to shape the objectives and questions for discussion.

2. Learning activities for module 3 to module 6 (group work)

Learning activities for module 3 to module 6 are

2.1 The instructors of each module jointly identify topics and design the integration of the topics.

2.2 The instructors of each module jointly identify objectives, questions for discussion and provide resources, including articles, websites, online resources at the first session. The students are expected to actively learn through self-study, prepare before class, and discuss in class. In addition, the students are encouraged to shape the objectives and questions for discussion.

2.3 The instructors and students use LMS2@PSU as platform for discussion, learning and sharing.

2.4 At the first session of each module, the objectives, learning outcomes and learning process of the module are discussed.

2.5 The students conduct comprehensive holistic assessment, identify clients'/patients' problems, and write a clinical scenario according to each module.

2.6 The students search relevant and up-to-date evidence, appraise, analyze, and synthesize knowledge. Conceptual mapping, then, is established, and presented in class. The students of each group is also responsible to lead the discussion.

Guideline for evidence-based nursing in selected patients (individual work)

An evidence-based nursing in selected patients provides an opportunity for a Master's student in adult nursing to utilize the evidence in nursing practice to solve clients'/patients' health problems as selected by the students' interests. The clients/patients include adults at all ages and in a variety of states of health and illness (healthy, high risk or those with illness, in acute, chronic, critically ill, dying, or encounter disaster). Each student has an advisor to discuss and consult throughout the study. The details of this assignment are as follow.

1. Each student identify clients/patients per interest, determine clients'/patients' problem that need to be solved (study topic), which ultimately lead to improvement of health outcomes and quality of nursing care, and determine objectives of the study
2. To identify clients'/patients' problem (study topic), students may discuss with nurses/advanced practice nurses/head nurse of the settings, and advisor. Jointly problems identification will benefit in the possibility of further utilization.
3. After approval of the study topic, students are expected to develop an evidence-based nursing intervention of the selected problem using the steps of evidence-based nursing process.
4. Student are required to submit the working plan by January 11, 2019, and discuss with advisor for approval.
5. Students revise the plan as discussed with the advisor.
6. Implementation as the plan are, then, conducted, under the advisor's supervision as follow:
 - 6.1 Identify problem (topic) that may lead to improvement of health outcomes and quality of nursing care, safety for the patients/clients
 - 6.2 Define clinical questions using PICO Model, at least 2 specific questions are required, including nursing intervention, measurement tools to evaluate health outcome as set in outcome (O) of the model
 - 6.3 Identify appropriate databases, keywords, inclusion and exclusion criteria for searching, select standard framework for evaluating level of evidence, and select standard tool for critical appraisal of the evidence.
 - 6.4 Report results of searching and provide search flow diagram
 - 6.5 Critically appraise the evidence
 - 6.6 Develop evidence extracting table

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6.7 Synthesize the evidence and develop evidence-based nursing intervention as suggested by the best evidence

6.8 Conduct oral presentation of “evidence-based nursing in selected patients” on February 25, 2019, covering background and significance of the selected problem, objectives of the study, study methodology containing essential details of each step, study results, steps and guideline to implement in clinical nursing practices.

6.9 Submit the paper of “evidence-based nursing in selected patients” on March 4, 2019. The outlines of the paper are as following section.

Outlines for “evidence-based nursing in selected patients” report

The following is an example of outline for “evidence-based nursing in selected patients” report. Students may need to modify this guideline with suggestion of advisors to appropriately fit the contents of the report consisting of:

1. Background and significance of the selected problem
2. Objectives of the study
3. Study methodology containing essential details of each step
4. Study results
 - 4.1 Characteristics, causes and related factors of the selected problem
 - 4.2 Assessment tools to assess the selected problem
 - 4.3 Evidence-based nursing intervention of the selected problem
 - 4.4 Outcome evaluation tools after implementing the established evidence-based nursing interventions, focusing on positive health outcomes of patients
 - 4.5 Implications to clinical nursing practices
5. Summary, lesson learned and recommendation
6. References and/or bibliography
7. Appendices
 - 5.1 Evidence extracting table
 - 5.2 Tool related to the problem which you plan to utilize in clinical practice
 - 5.3 Protocol of research evidence utilization that you are going to implement in the practicum course.

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The regulations of giving graduate students feedback

According to the consensus of the graduate committee in the meeting 2/2017 on February 6, 2017, Faculty of Nursing, the regulations of giving graduate students feedback about their assignments/paper are as follows;

1. The lecturers must give feedback within 1-2 weeks after students have submitted their assignments/paper.
2. The students must submit the last assignments/paper before due date, so that they can be read and reviewed before giving feedback. The students will get feedback after their presentation of the final assignments/paper in class.

Consequences of Academic Misconduct (Plagiarism)

The report paper will be checked the similarities of contents using Turnitin program. Course coordinators have a practice guideline for the students' academic misconduct (plagiarism) or unethical academic working according to the consensus of the graduate committees, Faculty of Nursing at the meeting 10/2012 on October 11, 2012 as in the following:

1. Be warned for misconducting in the first time
When the reader reviews a student's submitted paper draft and sees plagiarism, the student will be warned.
2. Reduce score 20% for misconducting in the second time and receive grade "B"
When the reader reviews the submitted final paper and sees plagiarism, score of the paper will be reduced 20%. Furthermore, the student must revise the paper. If the reader does not see plagiarism of the first revised paper, then the student will receive grade B.
3. Reduce score 40% for misconducting in the third time and receive grade "C"
If the reader sees plagiarism of the first revised paper, score of this paper will be reduced 40%. In addition, the student must revise the paper again and if the reader does not see plagiarism of the second revised paper, then the student will receive grade C.
4. Receive "F" (Fail) for misconducting in the fourth time
If the reader sees plagiarism of the second revised paper, the student will receive "F" for the course.

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