

## Course Specification

**Name of Institution** Prince of Songkla University.

**Campus/Faculty/Department** Prince of Songkla University Hat Yai Campus, Faculty of Nursing.

### Section 1: General Information

1. **Course code and title** 642-514 Health Policy, Health System, and Nursing Leadership

2. **Number of credits** 2(2-0-4) Lecture/Discussion/Presentation/Exercise 30 hours  
Self-study 60 hours

3. **Program and course categories**

Master of Nursing Science Program in Adult and Gerontological Nursing  
(International Program) 2559 BE

**Type of course**

☒ Required Course

4. **Course coordinator(s) and Lecturer(s)**

#### Section 02

1. **Course Coordinator** Dr. Sasitorn Laimek  
2. **Coordinator Assistant** Assoc. Prof. Dr. Karnsunaphat Balthip

#### Lecturers

1. Dr. Sasitorn Laimek  
2. Assoc. Prof. Dr. Karnsunaphat Balthip  
3. Dr. Shutiwan Purinthrapibal

5. **Semester/Year of study** Year 1 / Semester 1 Academic year 2019

6. **Prerequisite Subject**

☒ None

7. **Co-requisite Subject**

☒ None

8. **Location** Faculty of Nursing, Prince of Songkla University, Hat yai campus, Room no.3307

9. **Last updated of the course details** On 18 July, 2019

### Section 2: Purposes of the course

1. **Purposes of the course**

Students are able to analyze healthcare policy, roles, and competency of nursing leadership, to practice nursing leadership, and to improve nursing profession in the health system appropriately in diversity context.

*Vivachan K.*  
Oct 1, 2019

### Section 3: Description and Implementation

#### 1. Course description

Concept; process of health care policy development; components of health care system and related factors; concept and leadership characteristics; leadership development in the era of change; nursing and midwifery professional development under multicultural context

#### 2. Number of hours per semester

Lecture/Discussion (hours/semester)	Practice (hours/semester)	Self-study (hours/semester)	Field practice (hours/semester)	Extra Classes (hours/semester)
30	-	60	-	-

#### 3. Number of hours per Week for academic guidance to individual students

3.1 Academic guidance 2 hours/week (if needed)

3.2 Course coordinator informs students in the first class and arrangement is made upon appointment

Program	Name	Week	Day	Time
Section 02 International program	Dr. Sasithorn Laimek Assoc. Prof. Dr. Karnsunaphat Balthip	Week 9 <sup>th</sup> -18 <sup>th</sup>	Mon	11.00-12.00

### Section 4: Learning Outcomes Development

Expected learning outcomes

#### 1. Moral and Ethics

Morals and Ethics that need to be developed	Teaching Methods	Evaluation
1.5 Guide the righteousness, give moral behavior of the leaders to the society	(1) assign students the situation analysis of moral nursing leader ment (2) be a role model of moral nursing leader inside and outside class	(1) assessment of plagiarism in report, situation analysis using report writing assessment*

*Nirakarn K.*  
*Oct 1, 2019*

## 2. Knowledge

Knowledge that need to be developed	Teaching Methods	Evaluation
2.1 explain concept, nursing leadership theories, concepts of leadership competency, healthcare system and healthcare policies and related concepts of nursing leadership development 2.2 apply knowledge of leadership, leadership skills, leadership enhancement in nursing team, nursing unit, and nursing department 2.4 apply knowledge of multi-culture to nursing leader in nursing team, nursing unit, and nursing department	(1) discuss using reflective learning techniques (2) encourage active learning (3) exercise on analysis of effective leadership characteristics (4) assign students to arrange seminar and report on implementing healthcare policy (group assignment)  (5) assign students to implementing the leadership skills development among nursing staff (individual assignment)	(1) assessment of discussion during seminar session (form 01-42)  (2) assessment of seminar arrangement from report (group)*  (3) assessment of implementing the leadership skills development (individual)*

## 3. Intellectual skills

Intellectual skills that need to be developed	Teaching Methods	Evaluation
3.4 set plan on leading nursing team in development of model/ innovation/ practice guidelines of nursing care 3.5 analyze and solve complicated problems using change leadership and leadership competency development 3.7 analyze and foresee challenging issues and trends in leading organization, needed skills, and nursing care model in	(1) assign students the situation analysis on applying leadership in nursing services (2) assign students to implementing the leadership skills development among nursing staff (individual) (3) assign students to analyze leadership skills and nursing leadership development (4) assign students to arrange seminar and report on challenging issues and trends	(1) assessment of discussion during seminar session (form 01-42)  (2) assessment of nursing leadership skills development from report (individual) using report writing assessment* (3) assessment of holding seminar from participation using 01-09 form (4) assessment of holding seminar from seminar report (group)*

Vinukumar. K.  
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 Oct 1, 2019



Intellectual skills that need to be developed	Teaching Methods	Evaluation
response to change	in nursing services in response to the National Health strategy	

### 3. Interpersonal relationship skills and responsibility

Interpersonal relationship skills and responsibility that need to be developed	Teaching Methods	Evaluation
4.2 manage, solve complicated problems appropriately with the situation 4.4 show leadership skills appropriately with situation to maximize group working	(1) observe students leading group discussion in seminar using case study related to National Health strategy (2) assign students to arrange seminar and report on challenging issues and trends in nursing services in response to the National Health strategy	(1) assessment of discussion during seminar session (form 01-42)  (2) assessment of leading discussion during seminar session (form 01-08)

### 4. Mathematics analytical skills, communication, and information technology skills

Mathematics analytical skills, communication, and information technology skills	Teaching Method	Evaluation
5.2 show effective communication ability in appropriate with group of academic, professional, and community	(1) assign students the seminar topic searching (2) suggest sources of information related to possible seminar topic via LMS (3) encourage sharing of comments during seminar session	(1) assessment of searching for seminar topic from seminar report (Group)* (2) assessment of sharing of comments during seminar session using 01-09 form

\*not assigned ref. form

*Winklem K.  
Oct 1, 2019*

## Section 5: teaching plan and learnin evaluation

### 1. Teaching schedule

Class date with (\*) is to be re-scheduled with the instructors

Week of	Topics	No. of hours	Teaching-learning activities	Instructors
9 <sup>th</sup> Sept 30, 2019 1.00-5.00 p.m.	Course orientation <u>Unit 1</u> Healthcare system 1.1 World healthcare system 1.2 Thai healthcare system 1.3 Organizations in healthcare system 1.4 Legal tools driving healthcare system 1.5 Health determinants	0.5 3.5	Course overview - discussion	Dr. Sasitorn Laimek Dr. Shutiwan Purinthrapibal Assoc. Prof. Dr. Karnsunaphat Balthip
10 <sup>th</sup> Oct 7, 2019* 1.00-5.00 p.m.	<u>Unit 2</u> healthcare policies and Thailand health strategy 2.1 health policy 2.2 public health policy 2.3 Thailand health strategy 4.0 2.4 Driving Thailand health strategy to healthcare services 2.5 Health network and provision of healthcare services: District Health System	4	- discussion - case analysis: provision of health services in response to driving Thailand health strategy	Assoc. Prof. Dr. Karnsunaphat Dr. Shutiwan
11 <sup>th</sup> Oct 18, 2019 8.00-12.00	<u>Unit 3</u> Leadership and Management 3.1 Management concept 3.2 Leadership theories 3.2.1 situational leadership 3.2.2 change leadership 3.2.3 servant leadership 3.2.4 contemporary leadership 3.3 competency needed for leader 3.3.1 leading skill	4	- discussion - sitation analysis: moral/ethical nursing leader	Dr. Sasitorn

Yimkarn R.  
5 Oct 1, 2019

Week of	Topics	No. of hours	Teaching-learning activities	Instructors
	3.3.2 7 habits 3.3.3 communication skill 3.3.4 negotiation skill 3.3.5 conflict management skill			
12 <sup>th</sup> Oct 21, 2019 1.00-3.00 p.m.	Health system and health system service provision	2	- discussion - exercise 1: health system service provision analysis	Dr. Shutiwan Assoc. Prof. Dr. Karnsunaphat
3.00-5.00 p.m.	<u>Unit 3</u> Leadership and Management (continued) 3.4 development of nursing leadership 3.4.1 characteristics of leaders	2	- discussion	Dr. Sasitorn
13 <sup>th</sup> Oct 28, 2019* 1.00-5.00 p.m.	<u>Unit 3</u> Leadership and Management (continued) 3.4.2 self-development: 7 Habits by Steven Covey 3.4.3 enhancing leadership in others	4	- discussion - exercise 2: effective characteristics of leaders	Dr. Sasitorn
14 <sup>th</sup> Nov 4, 2019 1.00-3.00 p.m.	3.4 development of nursing leadership (continued)	2	- discussion - practice on enhancing leadership in others (individual)	Dr. Sasitorn
3.00-5.00 p.m.	<u>Unit 3</u> Leadership and Management (continued) 3.5 Challenges of health service provision 3.5.1 Health challenges in Thailand 4.0 era 3.5.2 challenges in provision of health service in response to National health strategy	2	- discussion - situation analysis: driving the National health strategy	Dr. Sasitorn / Assoc. Prof. Dr. Karnsunaphat

*Wanlana K.*  
Oct 1, 2019  
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Week of	Topics	No. of hours	Teaching-learning activities	Instructors
15 <sup>th</sup> Nov 11, 2019 1.00-5.00 p.m.	3.5.2 challenges in provision of health service in response to National health strategy (continued)	4	- self-study	
16 <sup>th</sup> Nov 18, 2019 1.00-5.00 p.m.	Seminar session "Challenges of health service provision"	4	- seminar - discussion	Dr. Sasitorn / Assoc. Prof. Dr. Karnsunaphat
17 <sup>th</sup> Nov 25, 2019 1.00-3.00 p.m.	- Seminar session "Challenges of health service provision" - course evaluation	2	- seminar - discussion	Dr. Sasitorn / Assoc. Prof. Dr. Karnsunaphat

## 2. Learning outcome assessment plan

LO	Methods	Assessment week	Assessment percentage
1.5	1. Assessment of discussion during seminar session (form 01-42)	10-18	10
2.1	.....(individual)	18	10
4.2,4.4	2. Assessment of plagiarism in report using report writing assessment (not assigned ref. form).....(group)		
2.2,2.4	1. Assessment of seminar arrangement from report (not assigned ref. form)....(group)	17-18	30
3.4,3.5,3.7	2. Assessment of nursing leadership skills development from report (individual) using report writing assessment (not assigned ref. form).....(individual)	14	30
5.2	3. Assessment of leading discussion during seminar session (form 01-08).....(group)	17-18	10
	4. Assessment of sharing of comments during seminar session using (01-09 form).....(individual)	17-18	10

หมายเหตุ Any questions, students can request to check the course grade within a period of 1 semester / after an enrolled semester

## Section 6 Learning sources

### 1. Textbooks and other main resources

Caputi, L. (2014). Building the future of nursing. Philadelphia: Wolters Kluwer

Covey, S.R. (2004). The 8<sup>th</sup> habit: From effectiveness to greatness. New York: Free

Holtz, C. (2017). Global health. (3rd ed.). MA: Jones & Bartlett Learning.

Marquis, B.L., & Huston, C.J. (2017). Leadership roles and management functions in nursing. (9th ed.). Philadelphia: Wolters Kluwer

Vineetkorn K  
Oct 11, 2019

Meinyk, B.M. & Fineout-Overholt, E. (2015). Evidence-based practice in nursing and healthcare. (3rd ed.). Philadelphia: Wolters Kluwer  
Yoder-Wise, P.S. (2015). Leading and managing in nursing. (6th ed.). Philadelphia: Elsevier.

## 2. Documents

### 2.1 Textbooks

Barker, T. (2006). *Leadership for results: Removing barriers to success for people, project, and processes*. Wisconsin: ASQ Quality Press.

Bratton, J., Grint, K., & Nelson, D.L. (2005). *Organizational leadership*. Ohio: Thomson South-Western.

Barrett, D.J. (2006). *Leadership communication*. Boston: McGraw-Hill.

### 2.2 Journals

2.2.1 Journal of Nursing Scholarship

2.2.2 Journal of Nursing Science

2.2.3 International Journal of Nursing Practice

2.2.4 Journal of Nursing Management

### 2.3 E-resources and websites

[www.healdata.org](http://www.healdata.org)

<http://kc.hsri.or.th>

## 3. Other suggested documents

### 3.1 Textbook

Knodel, L.J. (2010). *Nurse to nurse: Nursing management*. New York: McGrawHill.

## Section 7: Course evaluation and course revision

### 1. Course evaluation by students strategies

1.1 inform students an importance of evaluation of effective learning

1.2 have students assess self-development in comparison to knowledge and skills stated in the course description / assess analytical thinking before and after finishing the course

1.3 have students assess / reflect the course via course evaluation form, teaching evaluation form

1.4 allow group discussion between instructor and students

### 2. Teaching evaluation strategies

2.1 Self-assessment by instructor

2.2 Teaching observation on teaching team

2.3 Course grade

2.4 Learning outcome verification

*Amee Karna*  
*Oct 1, 2019*



3. Course revision
  - 3.1 Process comments, teaching results, problems, barriers for teaching revision purposes
  - 3.2 Revision course details
  - 3.3 Meeting / seminar for improvement of course teaching and learning
4. Verification of students learning effectiveness
  - 4.1 verify effective learning results (grade) set by graduate committee for every scored activities
5. Verification process and course improvement plan
  - 5.1 Use course evaluation by students in 1 and teaching evaluation in 2 for course improvement and course teaching and learning
  - 5.2 Arrange meeting among teaching team to verify and revise the course
  - 5.3 revise course details every year and in response to the seminar outcome and course evaluation results from students and instructors

*Murkamk*  
*Oct 1, 2019*

### 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.

### 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

*Winkam K.  
Oct 1, 2019*