

Faculty of Nursing, Prince of Songkla University  
Course Syllabus

**Section 1: General Information**

1. Course code and title 646-652 Advanced Nursing Practicum for Adults and Elders 2
2. Number of credits 3(0-9-0) Practice 135 hours
3. Program and course categories Master nursing program in Adult and Elderly, International Students
4. Course coordinator(s) and lecturer(s)  
Course coordinator
  1. Principle course coordinator: Assoc. Prof. Praneed Songwathana
  2. Assistant course coordinator: Assist. Prof. Tippamas ChinnawongLecturers
  1. Assoc. Prof. Praneed Songwathana
  2. Assist. Prof. Tippamas Chinnawong
  3. Assoc. Prof. Waraporn Kongsuwan
5. Semester/Year of Study of field experience: Second year, semester 1/2018
6. Last updated of the course plan and course revision date: 15 July 2019

**Section 2: Purposes and Objectives**

1. Purposes of field experience  
After completion of this course, students will be able to
  - 1.1 Be leaders who make a change by creating a quality improvement project in selected adult or elderly clients, to apply in the practice as a group work
  - 1.2 Implement the quality improvement project, in selected adult or elderly clients, who are having complex health problems in either acute or chronic or critical or end of life phases. The nursing role will focus on care coordination, continuing of care, integrating concepts, theories, evidences, eastern wisdom to promote holistic care in a multicultural context, and acting as a changing agent.
  - 1.3 Appropriately evaluate and manage the care outcome
  - 1.4 Present the interested findings after implementation of nursing care quality project
  - 1.5 Be a good role model in ethical decision making and protect clients' right
2. Objectives of field experience development/improvement  
This is a new course which organized in the second year focusing on the role of advanced practice nurses (APN) or Nurse case managers (NCM). It emphasizes on using evidences in patient care by integrating of eastern wisdom in holistic care, continuing of

*leanitha*  
22-7-2019

care and culturally appropriate using teamwork, coordination and resource allocation with right protection to enable clinical outcomes. Students are assigned to conduct the quality improvement project in their own unit.

### Section 3: Learning Outcomes Development

#### Expected learning outcomes

##### 1. Moral and Ethics

Moral and Ethics are required	Process/Activity	Evaluative Methods
1.1 Analyze and make decision based on ethical principle for adult and elderly nursing practice 1.2 Analyze and make decision based on ethical principle for nursing practice 1.3 Solve ethical issues or arguments by avoid its effect on others 1.4 Be a good role model as a person who has a professional ethic in nursing practice 1.5 Point out the right thing, able to raise ethical problem to be solved, express a good idea to the public 1.6 Protect the client's right	-Explain course's expectation, responsibility, be punctual, role model, ethical concerns -Assign to do self-reflective learning, clinical decision making in the project, reflective journal	Case study report Reflective practice Appropriated use of evidence based knowledge

##### 2. Knowledge

Knowledge is required	Process/Activity	Evaluative Methods
2.1 Explain concepts, principles in nursing eastern wisdom and related knowledge for searching and care for adult and elderly holistically 2.2 Apply up to date scientific knowledge to care for adult and elderly	-Review role of APN, NCM in applying to the project -Conduct the quality improvement group project in relation to the topic in previous course -Support the utilization of knowledge via evidence based and monitor the	-Assess the quality of project -Assess the process and outcome of the project -Evaluate the findings from the project -Presentation -Case study report -Evaluate journal club

2.3 Apply research result to care for adult and elderly	outcomes of care continuum -Write a case study report -Assign each group to	
2.4 Apply knowledge regarding multicultural aspect to care for adult and elderly	conduct a journal club at hospital (one in medical and one in surgical ward)	

## 3. Cognitive skills

Cognitive skills are required	Process/Activity	Evaluative Methods
3.1 Analyze and synthesize knowledge from nursing knowledge and other areas to improve quality of care for adult and elderly	-Analyse the problems with the ward to conduct collaborative plan and quality improvement project in selected group of adult and elderly patients by	-Assess the quality of project (use the project evaluation form) -Assess the process using an evaluation form
3.2 Integrate knowledge from nursing theory, concept, eastern wisdom, self-sufficiency theory and other disciplines and evidences to manage and care for adult and elderly holistically	integrating concepts, theories, evidences, eastern wisdom to promote holistic care -Presenting the project	-Assess the outcomes of project implementation from both presentation and report -Assess the case study
3.3 Select proper knowledge to teach or share or give consultation for clients, family, health care team or lay people	-Reporting a case study by using mind mapping -Evaluating and sharing idea/knowledge/suggestion throughout the project implementation	
3.4 Plan to solve problems, develop model, innovation, guideline, to care for adult and elderly with safety		
3.5 Analyze and solve clients' complex problems in a creative approach		
3.6 Implement nursing project/ research project for quality nursing improvement		

3.7 Analyze and predict issues and trends of the change in knowledge and practice in adult and elderly nursing		
--	--	--

## 4. Interpersonal Skills and Responsibility

Interpersonal Skills and Responsibility are required	Process/Activity	Evaluative Methods
<p>4.1 Build and maintain therapeutic relationship with adult or elderly clients, their family and community for expected outcomes as well as protect the clients' right</p> <p>4.2 Manage and solve complex problems, fit with each situation</p> <p>4.3 Take responsible in self direct learning and professional development as well as social development by considering the benefit of mankind and respect for multicultural context continuously</p> <p>4.4 Perform leadership skill as appropriate in each situation and encourage all members work together more effectively</p> <p>4.5 Co-ordinate and work together with other professions/ network to achieve the outcome continuously</p>	<p>-Assign to do the quality improvement project as a group work (4-5 persons/group)</p> <p>-Give orientation of the course</p> <p>-Give orientation the wards and introduction of the keypersons (APN/NCM) to work with</p> <p>-Conduct the project with APN/NCM together</p> <p>-Obtaining self-reflective learning through an individual or group process</p> <p>-Observing therapeutic methods used for patients</p> <p>-Observing the strategies to create the patient and family participation</p> <p>-Observing the leadership, decision making and problem solving</p> <p>- Observing the behaviors in collaboration with APN/NCM or the ward team</p>	<p>-Assess the process or project management</p> <p>-Assess the participation and discussion</p>

## 5. Numerical Analysis, Communication and Information Technology Skills

Numerical Analysis, Communication and Information Technology Skills are required	Process/Activity	Evaluative Methods
5.1 Able to screen quantitative data and use statistics for exploring, summarizing and giving a recommendation to solve problems in adult and elderly nursing care 5.2 Communicate effectively in each group of people including academic, professional and lay persons/ communities 5.3 Use modern information, digital technology for self-study and disseminate information and the study results to an academic person and public form through various means including a standard academic or professional publication	-Transform data/evidences using numeric, graph, statistics correctly in applying to make an appropriated plan for adult and elderly patient care -presenting the results of the project implementation using appropriate media such as ppt, report or one-page summary	-Assess the process using various methods such as the evaluation form, observation, methods used and consultation during the project implementation -Assess the presentation and report

## Section 4: Description and Implementation

## 1. Course description

Advanced nursing practice for selected cases of adults and elders comprehending continuing care; by integrating concepts, theories, evidence base related to nursing for adults and elders with integrating eastern wisdom to holistic nursing care in multicultural context

## 2. Learning hours

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

### 3. Number of Hours per Week for Consultation

Hours assigned for individual consultation

	Weeks	Day	Time
Assoc. Prof. Praneed Songwathana	1-3	Monday	08.00-09.00 AM
Assist. Prof. Tippamas Chinnawong	4-5	Monday	08.00-09.00 AM

### 4. Student's activities

#### Preparation phase

For the students and the project development (24, 26 July 2019)

1. Select one interesting topic/issue based on students' experiences or extended from the previous subject (Advanced Nursing Practicum for adult and elders 1)
2. Divide the students in to group (number per group should be 4-5 persons) conduct the project in adult and elderly patients based on interested topic/issue and using evidence based
3. Share idea/learning with APN/NCM or health care teams in caring for selected adult or elderly patients who are in acute/chronic/critical/dying phase based on your interested area.
4. Make a plan/project, discuss with APN/NCM or health care teams for better development of plan/project or guideline in improving the quality of practice and continuing of care for those who are in acute/chronic/critical/dying phase based on your selected area.
5. Submit the tentative project plan to both course coordinators within 26 July for comments and suggestions.

Operation and evaluation phase (7-30 August, 4-13 September 2019)

1. Attend the orientation course
2. Implement the quality improvement group project as plan for six weeks by studying and following the cases (minimum of five cases) at least two weeks-time in each case (there are six weeks in the schedule)
3. Lead the pre-conference and post-conference during six weeks in practice (during week 2-6).
4. Write the mind mapping from each case study and a reflective practice report once a week (during week 2-6)
5. Conduct an intensive case study by writing a comprehensive care plan and reflection the practice which you use as APN/NCM role. Submit the case study on week 7

6. Conduct a journal club in an interested topic/issue which related to the ward nurse's interest as a group (one from medical ward, another from surgical ward) in week 3-5
7. Report the progress of group project in week 2 and 4
8. Reflective practice and your lesson learnt with your friends and lecturers
9. Presentation your group project in week 6
10. Attend the evaluation course after completing the practice
11. Submit the project report on Friday of week 7

### Section 5: Course Plan and Evaluation

#### Place or setting to practice

Medical ward, Surgical ward, Trauma ward or outpatient clinic as necessary at Songklanagarind hospital

#### 5.1 Course Plan (Schedule)

Week/Date	Time (Duration)	Topic	Teaching/learning	Lecturer
1 Month before the semester (24, 26 July 2018) (16 hrs)	9.00-15.00	<ul style="list-style-type: none"> <li>-Course orientation</li> <li>-Raise health related issues of the selected population which to be developed for a quality improvement project, and fit with the ward's situation</li> <li>-Develop a quality improvement project</li> <li>-Present the draft of quality improvement project</li> <li>-Learn advanced nurse practice roles from APN, NCM or DNP in surgical or medical area</li> </ul>	<ul style="list-style-type: none"> <li>-Set working groups, 4-5 members/group</li> <li>-Raise health related issues of the selected population</li> <li>-Facilitate to develop a quality improvement project</li> <li>-Present the draft of quality improvement project</li> <li>-Give comments and suggestion for improvement of the project</li> </ul>	<ul style="list-style-type: none"> <li>-Course co-ordinator (Assoc.Prof. Praneed Songwathana Assist.Prof. Tippamas Chinnawong, Assoc.Prof Waraporn Kongsuwan)</li> </ul>

Week/Date	Time (Duration)	Topic	Teaching/learning	Lecturer
Week 1 Wednesday 7 Aug, 2019 (8 hrs)	8.00 - 8.30 8.30 - 9.00  9.00-12.00 and 13.00- 14.30  14.30-16.00	-Ward orientation -Present the quality improvement project and plan for project implementation to head nurses and health care teams -Build a relationship with selected clients - Implement the quality improvement project -Reflection and plan for improvement	-Discuss -Present the quality improvement project -Recruit the participants to participate in the project - Implement the project -Reflection	Assoc.Prof. Praneed Assist.Prof. Tippamas, Assoc.Prof Waraporn
Week 1 Thrus-Fri. 8-9 Aug., 2019 (16 hrs)	8.00 -12.00 and 13.00- 14.30  14.30-16.00	-Implement the quality improvement project -Follow up the participants and report a progression in the project -Reflection and plan for project improvement	-Project implementation -Follow up the participants of the project -Reflection	Assoc.Prof. Praneed Assist.Prof. Tippamas, Assoc.Prof Waraporn
Week 2 Wed-Fri. 14,16 Aug., 2019 (16 hrs)	8.00-12.00 and 13.00- 14.30  14.30-16.00	-Implement the quality improvement project -Follow up the participants in the project -Select and conduct a case study -Reflection and plan for project improvement -Presentation a progress of the project (time 2)	-Project implementation -Follow up the participants of the project -Do a case study/make a draft of report -Reflection	Assoc.Prof. Praneed, Assist.Prof. Tippamas, Assoc.Prof Waraporn



Week/Date	Time (Duration)	Topic	Teaching/learning	Lecturer
Week 3 Wed-Fri. 21-23 Aug., 2018 (24 hrs)	8.00 -12.00	-Implement the quality improvement project -Follow up the participants of the project, improve plan and evaluate the outcomes Follow up a case study	-Project implementation -Follow up the participants of the project -Make a draft of case study report	Assoc.Prof. Praneed Assist.Prof. Tippamas, Assoc.Prof Waraporn
	13.00-14.30	-Implement a journal club activity (group 1)	-Present and Discussion	
	15.00-16.00	-Reflection and plan for project improvement	-Reflection	
Week 4 Wed-Fri. 28-30 Aug., 2019 (24 hrs)	8.00 -12.00	-Implement the quality improvement project -Follow up the participants of the project, improve plan and evaluate the outcomes	-Project implementation -Follow up the participants of the project	Assoc.Prof. Praneed Assist.Prof. Tippamas, Assoc.Prof Waraporn
	14.30-16.00	--Presentation a progress of the project (time 3) -Reflection and plan for project improvement	- Implement a journal club -Reflection	
Week 5 Wed.-Thu. 4-6 Sept., 2019 (24 hrs)	8.00 -12.00	-Implement the quality improvement project -Follow up the participants in the project, improve plan and evaluate the outcomes	-Project implementation -Follow up the participants in the project	Assoc.Prof. Praneed Assist.Prof. Tippamas, Assoc.Prof Waraporn
	13.00-14.30	-Implement a journal club activity (group 2)	- Implement a journal club	
	14.30-16.00	-Reflection and plan for project improvement	-Reflection	

Week/Date	Time (Duration)	Topic	Teaching/learning	Lecturer
Week 6 Wed. 11 Sept., 2019 (7 hrs)	9.00 – 10.00  10.00-12.00 and 13.00- 15.00  15.00-16.00	-Prepare for presenting the quality improvement project - Presenting the quality improvement project (time 4, 40 mins/group, critique 20 mins/group) -Reflection and plan for writing the project improvement's report - -Course evaluation	-Self study  -Present/ discuss/critique  -Reflection  -Evaluate the course	Assoc.Prof. Praneed Assist.Prof. Tippamas, Assoc.Prof Waraporn

## 5.2 Evaluation Plan of the Learning Outcomes

Learning Outcomes	Methods of Evaluation	Week	Weight
1.1-1.3, 2.1-2.4 3.1- 3.5, 4.5, 5.1,-5.3	1. Develop quality improvement project in selected issues among adult or elderly (group work, 4-5 members/group)	1 month before the semester	15%
5.1, 5.2, 5.3	2. Present the quality improvement project (group)	1 month before the semester	3%
1.1-1.5 , 2.1-2.4 3.1- 3.7, 4.1-4.5	3. Implement the quality improvement project (group work)	Week P-2, P-1, 1, 2	20%
1.1-1.5, 2.1-2.4 3.1-3.7, 4.1-4.5, 5.1,-5.3	4. Case study report, focus on APN role (individual work, 1 case/student)	Week P-1 or 1 or 2 Submit week 3	15%
2.1-2.4, 3.1-3.7, 4.1-4.5, 5.1-5.3	5. Journal Club (group work)	Week P-1 or 1 or 2	10%
, 4.1- 4.5, 5.1- 5.3	6. Progress report of the project 2 times (group work)	Week P-1 and week 2	2% (1, 1)
1.1, 1.3-1.5 2.1- 2.4, 3.1-3.7, 4.1- 4.5, 5.1-5.3	7. Present the result of the quality improvement project (group work)	week 3 (28/8/2018)	5%

Learning Outcomes	Methods of Evaluation	Week	Weight
3.1-3.7, 4.1-4.5	8. Discussion, 4 times (individual)	Week P-2, 1, 2 and 3	10% (3, 1.5, 1.5, 4)
1.4, 1.5, 2.1-2.4, 3.1-3.7, 4.1-4.5, 5.1- 5.3	9. Submit the quality improvement project report (group work)	Week 4	20%

Note: 1) 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.

2) Student's score was apply based on the evaluation guideline handbook, Faculty of Nursing, 2016. If the score is less than 80 % (grade B), the student(s) need to contact the course coordinator for improving his/her work.

### Section 6: Learning Resources

#### 6.1 Required Textbooks/ Books

- Dossey, B. M., & Keegan, L. (2013). *Holistic nursing: A handbook for practice*. Burlington, MA: Jones & Bartlett Learning.
- Good, V. S., & Kirkwood P. L. (eds). (2018). *Advanced critical care nursing* (2nd ed.). Missouri: Elsevier.
- Grady, C. (2009). Ethical issues in critical care nursing. In P. G. Morton & D. K. Fontaine (eds), *Critical care nursing: A holistic approach* (9th ed., pp. 85-96). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Halter, M. J., & Scotto, C. (2018). Psychosocial alterations and management. (pp. 75-87). In L. D. Urden, K. M. Stacy, & M. E. Lough (Eds.), *Critical care nursing: Diagnosis and management* (8<sup>th</sup> ed). Missouri: Elsevier.
- Klienpell, R.M. (2013). *Outcome assessment in advanced practice nursing*. (3rd ed). New York: Springer Publishing Company.
- Larsen, P. D., & Lubkin, I. M. (2009). *Chronic illness: Impact and intervention* (7th ed.). Sudbury, MA.
- Lindquist, R., Synder M., & Tracy, M. F. (eds.). (2014). *Complementary and alternative therapies in nursing*. New York: Springer Publishing Company.
- Melnyk, B. M., & Fineout-Overholt, E. (2011). *Evidence-based practice in nursing & healthcare: A guide to best practice* (2nd ed.). Philadelphia, PA: Wolters Kluwer.
- Morton, P. G., & Fontaine, D. K. (2018). *Critical care nursing: A holistic approach* (11st ed.). Philadelphia: Wolters Kluwer.
- Sagar, P. L. (2012). *Transcultural nursing theory and models: application in nursing education, practice and administration*. New York: Springer Publishing Co.

Smeltzer, S. C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2008). *Brunner and Suddarth's textbook of medical-surgical nursing* (11th ed.). Philadelphia: PA: Lippincott Williams & Wilkins.

Urden, L. D., Stacy, K. M., & Lough, M. E. (2018). *Critical care nursing: Diagnosis and management*. (8th ed.). Missouri: Elsevier.

## 6.2 Website

6.2.1 <http://www.tnnanurse.org/>

6.2.2 Thai Stroke Society: <http://thaistrokesociety.org/>

6.2.3 Palliative Care Guidelines: <http://www.palliativecareguidelines.scot.nhs.uk/>

6.2.4 Brain Trauma Foundation:

<https://www.braintrauma.org/coma-guidelines/searchable-guidelines/>

6.2.5 <http://www.cochrane.org/evidence>

6.2.6 <http://joannabriggs.org/>

## 6.3 Database

CINAHL, OVID, Proquest, PubMed, ScienceDirect,

### Study Guideline

#### for 646-652 Advanced Nursing Practicum for Adults and Elders 2

#### A. Group work: Quality Improvement or Capstone Project (4-5 members/group both Thai and International students)

1. Select one interesting topic based on students' experiences and fit with the need of the ward (2 groups for medical wards and 1 group for surgical wards), which students can work collaboratively with APN or health care teams in order to develop the quality improvement project. Moreover, students need to create some innovative idea which is possible to be implemented with the clients who will be the target population of the project.
2. Plan and Write the quality improvement project
3. Present the quality improvement project plan including
  - Title of the quality improvement project
  - Significance of the project
  - Objectives/ Purpose of the project
  - Summary of the existing knowledge and evidences related to the selected topic from your analysis and synthesis
  - Tentative plan for project implementation
  - Role of nurses for project implementation

- Project evaluation methods and tools
- 4. Implementing the project after rewriting the project based on the suggestions
- 5. Writing a group report (2 copies/group) after completing the project, follow the report guideline, and submit to advisors in weeks 5 of the course. The report is required A4 paper and not more than 20 pages.
- 6. Each student makes a reflective summary, reflecting a lesson learned from your own group and friend's groups including
  - Knowledge gained from the project implementation
  - Role of nurses for continuing care quality improvement
  - Key success factors/ problems and obstacles you face and suggestions for further self and project improvement

The project leader collects the reflective summary from your members, and submits together with the project report.

### B. Case study (Individual Work)

1. Student select one common issue/ problem of selected client in medical or surgical wards under teacher's supervision
2. Explore/study related issues and develop your plan The following questions are used as a guide
  - 2.1 What is a nature/characteristic of the issue/problem? How does it happen and in which stage of illness trajectory, what is a prevalence or incident of the issue?
  - 2.2 What are the factors related to a particular issue/problem?
  - 2.3 What are the consequences or impacts of a particular issue/problem, if we do nothing or without effective management?
  - 2.4 How can students assess a particular issue/problem, from evidence based approach which tool is fit to explore it?
  - 2.5 How the issue/problem can be solved and which appropriate interventions should be used from evidence?
  - 2.6 Please select the most effective way to implement with your selected client.
  - 2.7 Is there any possibility to create innovative ways to be developed for client's need/ problem?
  - 2.8 What are main outcomes of implementing strategies from item 2.5
  - 2.9 Please discuss of why or why not the outcomes could be as expected.
  - 2.10 Write a case study report (not more than 10 pages), plus a reference list, submit to the teacher not late than week 5 of the course

### C. Journal Club

### Instruction for conducting a journal club

It is a six-phased journal club model\* which modified to be used for the subject **Advanced Nursing Practicum for Adult and Elder2 (646-652)**

1. Students work with nurses to choose and suggest clinical questions or subjects for the journal clubs according to their knowledge needs and the organizational strategy.
2. Students conduct a literature search according to the question or subject. The main scientific nursing field databases, practice guidelines and other relevant documents (e.g. legislation) are searched under the teacher's supports. Students can also design to use either one article, multiple articles covering one topic or one journal, which will contain articles on many topics
3. Students evaluate the quality of the found material and the level of evidence is discussed under the teacher's supports.
4. Students prepare a written paper that is based on the knowledge they have found and evaluated. The written paper will be prepared to be easily read for nurses and other interested participants.
5. The nurses read the written paper and reflect their practice and clinical expertise in advance before attending the journal club meetings.
6. Journal club meeting (1-1.5 hours) will be held at hospital. The meetings are mostly reserved for collaborative discussion between the nurses, students and the nursing teacher. First, students present their written papers in short and then open for discussion. The collaborative discussion aimed at combining the theoretical knowledge found by the students with the nurses' previous knowledge and clinical expertise. Some important questions should be used to facilitate discussion as follow.
  - (a) How would you apply the findings of this manuscript in your clinical area?
  - (b) What were some of the limitations of the study?
  - (c) How would you replicate the study in your clinical area?
  - (d) Is the evidence strong enough to suggest a change in practice at the hospital?

In addition, the teacher motivates and facilitates the discussion and contributes to the collaboration. At the end, reflective knowledge and practice from both students and nurses are required for continuous learning.

\*Laaksonen, C., Paltta, H., von Schantz, M., Ylönen, M., Soini, T. (2013). Journal club as a method for nurses and nursing students' collaborative learning: a descriptive study. *Health Science Journal*, 7(3), 275-292.

Students' block rotation

Students' name	1 month before the semester 24/26/7/ 2019	Week 1 7-9/8/2019	Week 2 14,16/8/ 2019	Week 3 21-23/8/ 2019	Week 4 28-30/8/ 2019	Week 5 4-6/9/2019	Week 6 11/9/2019
1. นส กฤติยา ปอวอนุสรณ์ 2. นส ปรีดา คงศักดิ์ 3. Ms. Cheevarat Puttasara 4. Yinglan Li	Course orientation and Develop quality improvement project	7-9/8/2019	14,16/8/ 2019	21-23/8/ 2019	28-30/8/ 2019	4-6/9/2019	11/9/2019
1. นส นอรวาตี มะยิ 2. นส ปวีณา เสนาสนะ 3. นายพรุชาน บินชา 4. นายอนุชิต มรรอปี							
1. นส จีราภรณ์ ชูอ่อน 2. นส ศลิษา บินสะมะ 3. นส สุดใจ รินรส 4. Mei Zhou 5. Li Hu							
		Medical Respiratory Care Unit (MRCU) Songklanagarind Hospital Assoc. Prof. Waraporn Kongsuwan		Male medical ward 1 Songklanagarind Hospital Assist. Prof. Tippamas Chinawong		Male surgical ward 1 Songklanagarind Hospital Assoc. Prof. Praneed Songwathana	
Present the result of Project development and course evaluation							

Note: August 15, 2019 Respect teacher day