

Faculty of Nursing, Prince of Songkla University  
Course Syllabus

**Section 1: General Description**

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|--------------------------|---|
| 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         |
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|----------------------------------|-------------------------------------|
| 5. Semester/ Year/ Academic Year | 2/1/2020                            |
| 6. Classroom                     | Room 3307, 3 <sup>rd</sup> 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, continuity of care 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.

**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,

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critical, and end-of-life phase, emerging diseases, disaster based on evidence; integrating eastern wisdom, continuity of care, 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	1-3	Monday	12.00 am-1.00 pm
Assist. Prof. Dr. Khomapak Maneewat	4-6	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

### 1. Moral and Ethics

Morality and Ethics	Teaching Methods	Evaluation Methods
1.3 Demonstrate ethical standard in conducting research and academic work (ELO 1.3)	1.1 Announce the date of assignments submission, the rule and instruction for performing ethical behaviors 1.2 Conduct discipline for effective learning behavior 1.3 Being the role model of ethical behavior	1.1 Evaluate ethical behaviors, such as citation of academic work 1.2 Evaluate ethical behavior during academic presentation 1.3 Check duplication of report contents with others using Turnitin 1.4 Evaluate class attendance, report submission, meeting with advisor on time.

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## 2. Knowledge

Knowledge	Teaching Methods	Evaluation Methods
<p>2.1 Describe nursing concepts and principles, eastern wisdom, continuity of cares, and related disciplines in order to study intensively and develop nursing practices holistically (ELO 2.1)</p> <p>2.2 Apply updating nursing knowledge to care for clients (ELO 2.2)</p>	<p>2.1 Assign the modules for students to integrate EBP in nursing</p> <p>2.2 Assign topics of each module for students to lead discussion</p> <p>2.3 Assign students to read related documents prior class begins</p> <p>2.4 Assign students to actively discuss in LMS2@PSU</p> <p>2.5 Assign student to analyze health problems for community dwelling, hospitalized patients, patients attending primary health care center, elderly center</p> <p>2.6 Supervise students for critical appraisal research evidence</p> <p>2.7 Assign students to conduct mind mapping using related information and lead discussion</p> <p>2.8 Encourage students to participate in the class and LMS@PSU</p> <p>2.9 Assign students to write report of using EBP for assigned health problems.</p>	<p>2.1 Evaluate the presentation and document of mind mapping</p> <p>2.2 Evaluate presentation and report of selected health problem</p> <p>2.3 Evaluate students' participation in class and LMS@PSU</p>

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## 3. Intellectual skills

Intellectual skills	Teaching Methods	Evaluation Methods
<p>3.1 Analyze and synthesize nursing knowledge and related disciplines in order to improve quality of nursing practice. (ELO 3.1)</p> <p>3.3 Screeni 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)</p> <p>3.4 Plan for guideline to solve problems and develop care model/nursing innovation/practice guideline for patient care (ELO3.4)</p>	<p>3.1 Assign students to integrate EBP into each module</p> <p>3.2 Assign topics of each module for students to lead discussion</p> <p>3.3 Assign students to read related documents before class begins</p> <p>3.4 Assign students to participate in LMS2@PSU</p> <p>3.5 Assign students to analyze health problems in hospital, primary care setting, elderly setting</p> <p>3.6 Supervise students in critical appraisal research study</p> <p>3.7 Assign students to present and submit report of mind mapping for each module</p> <p>3.8 Assign students to write report of using EBP for selected health problem.</p>	<p>3.1 Evaluate presentation and report of mind mapping</p> <p>3.2 Evaluate presentation and report of using EBP for selected health problem</p> <p>3.3 Evaluate class and LMS participation.</p>

## 4. Interpersonal skills and responsibilities

Interpersonal skills and responsibilities	Teaching Methods	Evaluation Methods
Demonstrate responsibility in learning and developing yourself, including to profession and society for the benefit of mankind and	4.1 Assign students to discuss issues related benefit of mankind across multicultural dimension	4.1 Evaluate presentation and participation of issues related benefit of mankind across multicultural dimension

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Interpersonal skills and responsibilities	Teaching Methods	Evaluation Methods
multicultural continuously (ELO 4.3)	4.2 Provide examples to identify issues related benefit of mankind across multicultural dimensions	

**5. Numerically analytical, communication and information technology skills**

Numerically analytical, communication and information technology skills	Teaching Methods	Evaluation Methods
<p>5.1 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)</p> <p>5.2 Use updating information technology for self-study and communicate information and studied findings to academic group (ELO 5.3)</p>	<p>5.1 Supervise students in searching, analyzing, and critical appraisal research evidence</p> <p>5.2 Communicate with students in any channels</p> <p>5.3 Assign student to discuss EBP applying in each module</p> <p>5.4 Supervise students to practice in analyzing data, interpreting data, and applying data into future practice</p>	<p>5.1 Evaluate presentation and report of applying EBP into selected health problem</p> <p>5.2 Evaluate the results of appraisal research study</p>

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## 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 23, 2021	11.30 – 12.00	Course orientation	Discussion via online classroom	Assist. Prof. Dr. Charuwan Kritpracha Assist. Prof. Dr. Khomapak Maneevat
Jan 26, 2021	13.00-17.00	<b>Module 1:</b> Concepts in advanced nursing 1.1 Evidence-based nursing practice: Concept and application and application of evidence in nursing practice	- Discussion via online classroom - Self study - Reflection	Assist. Prof. Dr. Khomapak
	12.00 – 15.00	1.2 Conceptual mapping 1.3 Critical thinking	- Discussion in online classroom, - Learning activities via LMS@PSU, Self study, Reflection	Assist. Prof. Dr. Luppana Kitrungrot
Wk 1 Jan 25-26, 2021	Jan 25, 2021; 8.00 – 10.00 (Assist. Prof. Dr. Tippamas) Jan 26, 2021; 10.00 – 12.00 (Assoc. Prof. Dr. Praneed)	1.4 Advanced Nursing in Holistic care 1.4.1 Definition/Components 1.4.2 Transcultural care 1.4.3 Integration of eastern wisdom, continuity of care 1.4.4 Roles of advanced practice nurses in holistic health care	- Discussion in online classroom, - Learning activities via LMS@PSU, Self study, Reflection	Assoc. Prof. Dr. Praneed Songwatthana Assist. Prof. Dr. Tippamas Chinnawong

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
Wk 1 Jan 26, 2021	13.00 – 17.00	<b>Module 2</b> Care system 2.1 Care for adults across life span and health status 2.2 Chronic Care Model 2.3 Continuity of care 2.4 Palliative care and end of life care	- Discussion in online classroom, - Learning activities via LMS@PSU, Self study, Reflection	Assoc. Prof. Dr. Kittikorn Nilmanut
Wk 2 Feb 1, 2021	13.00 – 17.00	2.5 Concepts of nursing care for elderly clients	- Discussion in online classroom, - Learning activities via LMS@PSU, Self study, Reflection	Assist. Prof. Dr. Chantra Promnoi/ Dr. Tussanee Khaw
Wk 2 Feb 2, 2021	13.00 – 17.00	<b>Module 3</b> 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 3.5 Application of health promotion theories to achieve behavior modification	- Discussion in online classroom, - Learning activities via LMS@PSU, Self study, Reflection	Assist. Prof. Dr. Charuwan/ Dr. Samonnun Tassaneesuwan
Wk 3 Feb 8, 2021	8.00 – 12.00	Study visit: Application of evidence in health promotion	-Discussion -Study visit at Faculty of Nursing, elderly center, and a health promoting	Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Kanittha Naka/ Dr. Samonnun

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
			hospital - Reflection -learning and sharing via LMS2@PSU -Discussion	
Wk 3 Feb 6, 2021	8.00 – 12.00	<b>Module 4</b> Evidence-based nursing in patients with non-communicable diseases and chronic illnesses 4.1 Diabetes, hypertension 4.2 Cardiovascular diseases 4.3 Renal diseases 4.4 Chronic wound	-Student-led discussion Presentation of conceptual mapping - Learning activities via LMS@PSU, Self study, Reflection	Assist. Tippamas Chinnawong Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Kantaporn Assoc. Prof. Dr. Wipa Sae Sia
Wk 3 Feb 9, 2021	9.00 – 12.00  13.00 – 16.00	4.5 Respiratory diseases 4.6 Cancer  <b>Module 5</b> Evidence-based nursing in patients with acute illnesses 5.1 Pain	-Student-led discussion -Presentation o conceptual mapping - Learning activities via LMS@PSU, Self study, Reflection -Student-led discussion, -Presentation o conceptual mapping - Learning activities via LMS@PSU, Self study,	Assist. Prof. Dr. Hathairat Sangchan Assist. Prof. Dr. Charuwan  Assist. Prof. Dr. Khomapak

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
			Reflection	
Wk 4 Feb 15, 2021	13.00-16.00	5.2 communicable diseases and emerging diseases	- Discussion in online classroom, - Learning activities via LMS@PSU, Self study, Reflection	Dr. Ratjai Vejprasit
Wk 4 Feb 16, 2021	9.00-12.00	<b>Module 6</b> Evidence-based nursing in critically ill patients, trauma and disaster 6.1 Nursing care in critically ill patients: Early warning scores and update on the management for shock patients	-Student-led discussion -Presentation of conceptual mapping - Learning activities via LMS@PSU, Self study, Reflection	Assist. Prof. Dr. Hathairat/ Dr. Duangsuda
Wk 5 Feb 15, 2021	8.30-11.30	6.2 Trauma and disaster management	-Student-led discussion -Presentation of conceptual mapping - Learning activities via LMS@PSU, Self study, Reflection	Assoc. Prof. Dr. Jintana Dumkliang
February 16, 2021	12.00-12.30	Course evaluation	-Discussion	Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Khomapak

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## 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	1. Application of evidence-based nursing in health problems 1.1 Conceptual mapping and student-led discussion (2 mappings, 15% for each) (Group work) 1.1.1 Student-led discussion of conceptual mapping (5% for each) (Conceptual mapping evaluation form)	3, 4, 5	30%
	1.1.2 Report of conceptual mapping (10% for each) (Conceptual mapping evaluation form) 1.2 Evidence-based application (2 health problems, 25% for each) (Group work) 1.2.1 Student-led discussion (2 health problems, 10% for each) (Lead discussion evaluation form) 1.2.2 Report of evidence-based application (2 health problems, 15% for each) (Report evaluation form)	3, 4, 5	50%
	2. Reflection of evidence-based application (2 reflection reports, 5% for each; individual work) (Reflection evaluation form)	3, 4, 5	10%
	3. Participation in class (individually evaluation) (Form GS 01-42)	1, 2, 3, 4, 5	10%

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

Students will get feedback of assignments within 1 week after the date of assignments submission.

## 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*. (5<sup>th</sup> ed.). New York, NY: Springer. WY152 E93 2016
- Brown, S. J. (2018). *Evidence-based nursing: the research-practice connection*. Burlington, Massachusetts: Jones & Bartlett Learning. WY100.7 B879e 2018
- Larsen, P. D. (2016). *Lupkin's Chronic illness: Impact and Interventions* (9<sup>th</sup> 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*. (10<sup>th</sup> ed.). St. Louis, Missouri: Elsevier. WY100 M489 2017
- LoBiondo-Wood, G. & Haber, J. (Eds). (2018). *Nursing research: methods and critical appraisal for evidence-based practice* (9<sup>th</sup> ed.). St. Louis: Mosby Elsevier. WY20.5 N974 2018
- Pender, N., Murdaugh, C., & Parsons. M. (2011). *Health promotion in nursing practice* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson. WY100 P397h 2011
- Melnyk, B. M. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing and health care: A guide to best practice* (3<sup>rd</sup> ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins: WY100.7 M527e 2015
- Polit, D. F. & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice* (9<sup>th</sup> ed.). Philadelphia: Wolters Kluwer Health. WY20.5 P769e 2018
- Polit, D. F. & Beck, C. T. (2017). *Nursing research: generating and assessing evidence for nursing practice* (10<sup>th</sup> ed.). Philadelphia: Wolters Kluwer Health. WY20.5 P769n
- Urden, L. D., Stacy, K. M., & Lough, M. E. (Eds.). (2018). *Critical care nursing: diagnosis and management* (8<sup>th</sup> ed.). St. Louis: Mosby Elsevier. WY154 U74c 2018

### 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. WY156 A244 2016
- Good, V. & Kirkwood, P. L. (2018). *Advanced critical care nursing*. (2<sup>nd</sup> ed.). St. Louis, Missouri: Elsevier. WY154 A244 2018
- LaCharity, L. A. & Kumagai, C. K. (2016). *Clinical nursing judgment study guide for medical-surgical nursing: patient-centered collaborative care*. (8<sup>th</sup> ed.). St. Louis, Mo: Elsevier. WY16 L132c 2016

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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. WY100.7 M527e 2015

#### 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 1-3

For module 1 - 3 and 5.3, the instructors identify objectives, questions for discussion, and provide learning resources, including articles, websites, and 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. For module 3, students will also have study visit at a health promoting hospital.

#### 2. Learning activities for module 4 - 6

Learning activities for module 4 - 6 (except 5.3) 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, and 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 The students identify clients'/patients' problems, under the instructor's supervision

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- 2.5 The students search relevant and up-to-date evidence, appraise, analyze, and synthesize knowledge. Conceptual mapping, then, is established, presented in class, and lead discussion.
- 2.6 The students submit the report of evidence-based application, together with Turnitin report.

#### Outlines for “Evidence-based nursing application” 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
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

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