

**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. Luppana Kitrungrrote
5. Semester/ Year/ Academic Year      2/1/2019
6. Classroom                Room 3307, 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	1-3	Monday	12.00 am-1.00 pm
Assist Prof. Dr. Luppana Kitrungrrote	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 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

Morality and Ethics	Teaching Methods	Evaluation Methods
		using Turnitin 1.2 Evaluate class attendance, report submission, meeting with advisor on time.

## 2. Knowledge

Knowledge	Teaching Methods	Evaluation Methods
<p>2.1 Describe nursing concepts and principles, eastern wisdoms, 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 Integrate EBP into each module</p> <p>2.2 Identify objective, discussion topics of each module</p> <p>2.3 Assign students to read related documents prior class begins</p> <p>2.3 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</p> <p>2.8 Encourage students to participate in the class and LMS@PSU</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>



	2.9 Assign students to write report of using EBP for selected health problem.	
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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 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)</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 Identify learning objectives for each module</p> <p>3.3 Assign student to read related documents before class began</p> <p>3.4 Encourage 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>

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**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 multicultural continuously (ELO 4.3)	4.1 Assign students to discuss issues related benefit of mankind across multicultural dimension 4.2 Provide example to identify issues related benefit of mankind across multicultural dimension	4.1 Evaluate presentation and participation of issues related benefit of mankind across multicultural dimension

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

Numerically analytical, communication and information technology skills	Teaching Methods	Evaluation Methods
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) 5.2 Use updating information technology for self-study and communicate information and studied findings to academic group (ELO 5.3)	5.1 Supervise students in searching, analyzing, and critical appraisal research evidence 5.2 Communicate with students in any channels 5.3 Assign student to discuss EBP applying in each module 5.5 Supervise students to practice in analyzing data, interpreting data, and applying data into future practice	5.1 Evaluate presentation and report of applying EBP into selected health problem 5.2 Evaluate the results of appraisal research study

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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 Feb 17, 2020	8.30 – 9.00	Course orientation	Discussion	Assist. Prof. Dr. Charuwan Kritpracha Assist. Prof. Dr. Luppana Kitrungrote
Wk 1 Feb 17, 2020	9.00 – 11.00	<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	Assoc. Prof. Dr. Wipa Assist. Prof. Dr. Charuwan
Wk 1 Feb 17, 2020	11.00 – 12.30 13.30 – 15.00 15.00-16.00	1.2 Conceptual mapping 1.3 Critical thinking Meeting advisor (1)	Discussion	Assist. Prof. Dr. Luppana Kitrungrote Advisors
Wk 1 Feb 18, 2020	8.00 – 11.00 11.00-12.00	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 <b>Module 2</b> Care system 2.1 Illness trajectory	Discussion	Assoc. Prof. Dr. Praneed Songwattana. Assist. Prof. Dr. Tippamas Chinnawong Assoc. Prof. Dr. Wipa
Wk 1 Feb 18, 2020	13.00 – 14.00 14.00 – 15.00 15.00 – 16.30	2.2 Care for adults across life span and health status 2.3 Continuum of care 2.4 Palliative care and end of life care	Discussion Discussion Discussion	Assoc. Prof. Dr. Wipa Assoc. Prof. Dr. Kittikorn Nilmanut Assoc. Prof. Dr. Kittikorn

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
Wk 2 Feb 24, 2020	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 hospital - Reflection -learning and sharing through LMS2@PSU -Discussion	Assist. Prof. Dr. Charuwan Assoc. Prof. Dr. Wipa
Wk 2 Feb 24, 2020	13.00 – 16.00  16.00 – 17.00	2.5 Concepts of nursing care for elderly clients  <b>Module 3</b> Advanced Nursing in health promotion 3.1 Definition/components/process 3.2 Goals/impacts/quality of life	-Discussion  -Discussion	Assist. Prof. Dr. Kanitta Naka Assist. Prof. Dr. Chantra Promnoi/ Dr. Tussanee Khaw Assist. Prof. Dr. Natenapha Assist. Prof. Dr. Kanitta
Wk 2 Feb 25, 2020	8.00 – 11.30	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	Assist. Prof. Dr. Charuwan

Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
	13.00 – 15.00	<b>Module 4</b> Evidence-based nursing in patients with non-communicable diseases and chronic illnesses - diabetes, hypertension - cardiovascular diseases - renal diseases	Presentation of conceptual mapping	Assist. Tippamas Chinnawong Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Kantaporn
Wk 3 Mar 2, 2020	13.00 – 16.00	- First presentation of the individual evidence-based nursing in selected patients	Presentation Discussion	Assist. Prof. Dr. Charuwan Kritpracha Assist. Prof. Dr. Jintana DamKliang Assoc. Prof. Dr. Kittikorn Assist. Prof. Dr. Luppana
	16.00 – 17.00	- Meeting advisor (2)		Advisors
Wk 4 Mar 10, 2020	8.00 – 10.00	<b>Module 4</b> Evidence-based nursing in patients with non-communicable diseases and chronic illnesses - respiratory diseases - cancer	-Discussion Presentation of conceptual mapping	Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Hathairat
	10.00 – 12.00	<b>Module 5</b> Evidence-based nursing in patients with acute illnesses - wound - pain - communicable diseases and emerging diseases	-Discussion Presentation of conceptual mapping	Assoc. Prof. Dr. Wipa Sae Sia Assist. Prof. Dr. Hathairat Dr. Ratjai Vejprasit
Wk 4 Mar 10, 2020	8.00-10.00	<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	-Discussion Presentation of conceptual mapping	Assist. Prof. Dr. Hathairat

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Period/ Date	Time (duration)	Topic/Detail	Teaching- learning activity	Lecturer / s
	10.00-12.00	6.2 Trauma and disaster management)	-Discussion Presentation of conceptual mapping	Assoc. Prof. Dr. Praneed
Wk 6 Mar 24, 2020	8.00 – 11.00	Second presentation of the individual evidence-based nursing in selected patients	Presentation -Discussion	Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Luppana Advisors
	11.00 - 12.00	Meeting advisor (3)		
	12.00 – 12.30	Course evaluation	-Discussion	Assist. Prof. Dr. Charuwan Assist. Prof. Dr. Luppana

## 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 (2 conceptual mappings, 15% for each) (group work) (Form GS 01-22)	2, 4, 5	30%
	Report of learning reflection (3 reports, 5 % for each) (Individual work)	2, 4, 5	15%
	Participation in class (individually evaluation) (Form GS 01-42)	1- 6	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) First presentation 5% Second presentation 10%	3 6	15 %
	Paper of the individual evidence- based nursing in selected patients (Individual work) (Form. 01-17)	7 (Mar 31 <sup>st</sup> , 20)	30 %

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

## 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.

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### 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, 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 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
- 2.5 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.

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The schedule of this assignment is as follow:

Date	Activity
Feb 17, 2020	The course coordinator provide orientation and announce the assigned advisor.
Feb 17 – Mar 2, 2020	<ul style="list-style-type: none"> <li>- The students identify the topic of interest, identify clients’/patients’ problems</li> <li>- The students search relevant and up-to-date evidence, at least 3 evidences, provide extracting table</li> </ul>
Mar 2, 2020	First presentation 15 minutes (presentation 7 minutes, question and discussion 8 minutes)
Mar 2 – Mar 24, 2020	<ul style="list-style-type: none"> <li>- Complete searching relevant and up-to-date evidence, and extracting table</li> <li>- Analyze, and synthesize the evidence</li> </ul>
Mar 24, 2020	<p>Second presentation 15 minutes (presentation 10 minutes, question and discussion 5 minutes)</p> <p>The students are required to submit draft report and handout to the course coordinator and advisor at least 1 day before the presentation, and provide handout to fellow students.</p>
March 31, 2020	Submit final report to the course coordinator

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

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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

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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