

**Faculty of Nursing, Prince of Songkla University**  
**Course Syllabus**

**Section 1: General Description**

1. Code and Course Title: 646-551 Advanced Nursing Practicum for Adults and Elders 1
2. Credit: 3 (0-9-0) – Practice 135 hours
3. Program: Master of Nursing Science (International Program)
4. Course Coordinator: Assistant Professor Dr. Khomapak Maneewat  
Coordinator Assistant: Assistant Professor Dr. Charuwan Kritpracha
5. Semester/Academic Year: 2/ 2020
6. Clinical Placement Areas:

Placement Areas	Ward/ Unit
Surgical placement	Female surgical ward; Male surgical ward I, II; Trauma ward; Surgical Respiratory Care unit (SRCU); Surgical Intensive Care unit (SICU); Cardiothoracic Intensive Care unit (CVT)
Medical placement	Female medical ward; Male medical ward I, II; General medical ward; Medical Respiratory Care unit (MRCU); Medical Intensive Care unit (MICU); Coronary Care Unit (CCU); Post catheterization care unit

**Section 2: Course Objectives**

**Course Objectives**

On successful completion of this course the students should be able to:

1. Perform comprehensive problem-focused health assessments of adults and older adults integrating theory for advanced nursing in adults and older adults, evidence, nursing science and relevant theories concerning cultural diversity
2. Demonstrate clinical competence to deliver practice at an advanced level for adults and older adults with complex care needs (CCNs) integrating theory for advanced nursing in adults and older adults, evidence, nursing science, relevant theories, folk wisdom, and an advanced medical and healthcare technologies considering client as individual and cultural diversity

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3. Develop recommendations for clinical nursing practice guidelines relating to the care of client with a specific complex health problem using the process of nursing evidence-based practice model to better patient health outcomes and nursing care quality
4. Develop or select an evidence-based tool or nursing sensitive indicators for evaluating nursing outcomes after implementation of evidence-based recommendations in a particular patient group of interest
5. Estimate, predict and make effective decision to response to complex clinical care needs associated with clinical deterioration in adults and older adults
6. Recognize complex ethical dilemmas and relevant law associated with practice in a particular patient group of interest, resolving ethical conflicts and act appropriately
7. Promote learning opportunity among the staff nurses and other healthcare personals in the clinical placements using coaching and mentoring to apply evidence-based practice at bedside to optimize patient care
8. Coordinate and collaborate with the interprofessional teams in providing quality patient care to enhance positive health outcomes
9. Practice in an ethical manner integrating ethical principles, the nursing code of ethics and academic integrity in the application of evidence-based practice

### Section 3: Course Description and Design

#### 1. Course Description

Advanced health assessment; advanced nursing practice for adults and elders with complicated health problems in acute, chronic, critical, end-of-life phases integrating concepts, theories, evidence-based related to adults and elders; emphasis on integrating eastern wisdom to holistic nursing care in multicultural context

#### 2. A semester credit hour

Lecture/ Discussion	Lab	Self-study	Placement Practice	Tutorial
-	-	-	135	-

#### 3. Individual student allotment consultation and designated counselor

Designated counselor	Week	Date	Hour
Dr. Khomapak Maneewat	1-3	Monday	8.00-9.00 a.m.
Dr. Charuwan Kritpracha	4-6	Monday	8.00-9.00 a.m.

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## Section 4: Learning Outcomes

### 1. Moral and ethics

- 1.1 Analyze ethical issue and make ethical decision using ethical reasoning in advanced nursing practice
- 1.2 Resolve ethical problem and ethical conflict concerning impacts to stakeholders
- 1.3 Role modelling the company the code of ethics for nurses in advanced nursing practice
- 1.4 Leading the right thing to do, raise moral and ethical problem to be concerned and solved
- 1.5 Provide care that respects and promotes patient bill of rights

### 2. Knowledge

- 2.1 Explain concepts and principles of nursing sciences, folk wisdom, multicultural nursing and relevant theories integrating in advanced nursing practice
- 2.2 Apply folk wisdom, multicultural nursing and relevant theories to provide advanced nursing care of adults and older adults
- 2.3 Utilize the current research evidence in advanced nursing practices of adults/ older adults
- 2.4 Integrate multicultural care knowledge to allocate care of adults and elders
- 2.5 Apply multicultural knowledge in nursing to provide nursing care of adults/ older adults

### 3. Cognitive skills

- 3.1 Develop a therapeutic nurse-patient relationship to achieve expected patient outcomes
- 3.2 Integrate nursing sciences, folk wisdom, and relevant theories in advanced nursing practice concerning cultural context and diversity of individual client holistically
- 3.3 Use filtered knowledge to give information/ consultation to clients and primary caregivers
- 3.4 Analyze and solve complex problem of clients creatively

### 4. Interpersonal skills and responsibility

- 4.1 Develop and maintain a therapeutic nurse-patient relationship to achieve outcomes
- 4.2 Manage and solve complex problem of clients in a given situation appropriately
- 4.3 Act as a team coordination and team leader to increase team productivity appropriately

### 5. Numerical analytical skill, communication and information technology skills

- 5.1 Use filtered quantitative data and statistical data in advanced nursing practice
- 5.2 Communicate information to clients, caregivers and health personals effectively

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Week Date/Time Venue	Topics/ Designated staff	Teaching activities	Learning activities
wk. 1 Wednesday Feb. 24, 2021 9am-12pm hospital ward allocated	Preparation for advanced health assessment/ Clinical faculty	Preparation for advanced health assessment: 1) encourage the students to share knowledge, skills, and experiences in health assessment 2) explain a range of evidence-based health conceptual frameworks integral to advanced health assessment to diagnose specific problem 3) assess students' knowledge, skills and abilities on advanced health assessment 4) develop mutual plan to strengthen students' health assessment knowledge, skills, abilities 5) allocate time and activity in flexible ways to strengthen students' competency	Active listening and participating in: 1) share knowledge, skill, experience and abilities in health assessment 2) evidence-based frameworks for advanced health assessment 3) self-evaluation of knowledge, skills, abilities on health assessment 4) participate in strategic planning to strengthen one's own competency
1 – 2 pm hospital ward allocated	Preparation for advanced health assessment/ Clinical faculty	1) Demonstrate a step-by-step advanced health assessment process: 1.1 Conduct a problem specific (problem-focused) health assessment 1.2 Conduct a comprehensive health history 1.3 Perform comprehensive physical examinations 1.4 Assess a client in a systematic way, appropriated to culture, mental, cognition, age and development of an individual client 2) Conduct reflective practice with the students on learning in advanced health assessment demonstration lessons (e.g., steps; points of concern raised)	Active listening and participating in health assessment preparation: 1) Demonstration of advanced health assessment 2) Reflection of the demo teaching
2-4 pm hospital ward allocated	Concept map care plan Reflective writing/ Clinical faculty	Discuss with the students on: 1) How to write Schuster's concept map care plan in advanced nursing practice course 2) How to write a structured reflective writing using Carper's 4-fundamental ways of knowing in nursing with a great example	Active listening and participating in: 1) Writing concept map care plan 2) A structured reflective writing

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Week Date/Time Venue	Topics/ Designated staff	Teaching activities	Learning activities
wk. 1 Thursday Feb. 25, 2021 8am-12pm hospital ward allocated	Practice Advanced health assessment / Clinical faculty	<ol style="list-style-type: none"> <li>1) Assign a client with a specific complex health problem to each student</li> <li>2) Assign the students to develop problem-focused health assessment plan</li> <li>3) Ask the students to select a comprehensive evidence-based health conceptual framework integral to advanced health assessment that appropriate for client</li> <li>4) Provide consultations, guidance and constructive feedbacks as needed</li> <li>5) Discuss with the students on their problem – focused health assessment plan</li> <li>6) Give meaningful feedbacks for the students' problem – focused health assessment plan</li> <li>7) Assess a periodic progress of an individual in planning advanced health assessment</li> <li>8) Give support and assistance to the students where needed</li> <li>9) Discuss the revised plan with the students</li> <li>10) Allow the students who achieve quality advanced health assessment plan to conduct advanced health assessment of a client</li> </ol>	<ol style="list-style-type: none"> <li>1) Develop a problem-focused health assessment plan a specific complex health problem</li> <li>2) Select a comprehensive and appropriate evidence-based health conceptual framework</li> <li>3) Consult clinical faculty as needed</li> <li>4) Discuss health assessment plan with clinical faculty and take constructive feedback</li> <li>5) Discuss the revised plan with the clinical faculty</li> <li>6) Conduct advanced health assessment of client once achieving quality assessment plan</li> </ol>
1-3 pm hospital ward allocated	Organizing and documenting client data / Clinical faculty	<ol style="list-style-type: none"> <li>1) Discuss and guide principles of organizing and documenting client data</li> <li>2) Assign the students to organize client data</li> <li>3) Assign the students to document accurately the complete clinical data, assessment findings</li> <li>4) Give individual/ group constructive and meaningful feedback with useful comments and suggestions to the students</li> <li>5) Respond to students' inquiries</li> </ol>	<ol style="list-style-type: none"> <li>1) Discuss with the clinical faculty and peers on the principles of organizing and documenting data</li> <li>2) Organize the client data</li> <li>3) Document accurately the clinical data, assessment findings</li> <li>4) Listening actively to the feedback</li> <li>5) Ask good inquiry question</li> </ol>
3-4 pm hospital ward allocated or venue preference	Clinical reflection/ Clinical faculty	<ol style="list-style-type: none"> <li>1) Lead and encourage the students to reflect on their first clinical practice using Carper's 4-way of knowing in nursing</li> <li>2) Inquire the students to identify their learning and its barriers/ supporting factors, including their learning needs for better improvement for their advanced health assessment practice</li> <li>3) Ask the students to study diagnostic reasoning process and writing PES format nursing diagnostic statements in advance</li> </ol>	<ol style="list-style-type: none"> <li>1) Reflect on the first clinical practice experience using Carper's 4-way of knowing in nursing</li> <li>2) Identify learning, barriers, supporting factors and learning needs to improve advanced health assessment practice</li> <li>3) Self-study diagnostic reasoning process and writing nursing diagnostic statements using PES format in advance</li> </ol>

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Week Date/Time Venue	Topics/ Designated staff	Teaching activities	Learning activities
wk. 1 Friday Feb. 26, 2021 8am-12pm hospital ward allocated	Practice Advanced health assessment / Clinical faculty	<ol style="list-style-type: none"> <li>1) Give the students client assignment (1:1)</li> <li>2) Participate/ ask the students to participate nursing hand-over</li> <li>3) Discuss and guide the development of problem-focused health assessment plan</li> <li>4) Assign the students to develop problem-focused health assessment plan for the assigned client integrating the selected evidence-based conceptual framework</li> <li>5) Provide consultation and guidance as needed</li> <li>6) Discuss with the students on their plans</li> <li>7) Give constructive feedback on their plans</li> <li>8) Assess each student's periodic progress in planning advanced health assessment plan</li> <li>9) Provide help to the students as needed</li> <li>10) Discuss the revised plan with the students</li> <li>11) Allow the competent students to conduct advanced health assessment of the clients</li> <li>12) Assign the students to organize client data</li> <li>13) Assign the students to accurately document the clinical data and assessment findings</li> </ol>	<ol style="list-style-type: none"> <li>1) Attend nursing hand-over</li> <li>2) Discuss with the clinical faculty on the development of problem-focused health assessment plan</li> <li>3) Develop problem-focused health assessment plan</li> <li>4) Consult and ask for guidance as needed</li> <li>5) Listening actively to the feedback</li> <li>6) Discuss with the clinical faculty</li> <li>7) Perform advanced health assessment</li> <li>8) Organize and document the assessment findings</li> </ol>
1 – 3 pm hospital ward allocated	Practice diagnostic reasoning process / Clinical faculty	<ol style="list-style-type: none"> <li>1) Discuss and guide the process of diagnostic reasoning that consists of               <ol style="list-style-type: none"> <li>1.1 identifying abnormal data and strengths</li> <li>1.2 clustering data</li> <li>1.3 drawing inferences/ identifying problems</li> <li>1.4 proposing possible nursing diagnoses using diagnostic labels (NANDA 2018-2020)</li> <li>1.5 checking the defining characteristics</li> <li>1.6 confirming or rule out</li> <li>1.7 documenting conclusions (PES format)</li> </ol> </li> <li>2) Assign the students to work through the steps of diagnostic reasoning process</li> <li>3) Discuss with the students on their works</li> <li>4) Give constructive feedback</li> </ol>	<ol style="list-style-type: none"> <li>1) Discuss with the clinical faculty on diagnostic reasoning process of</li> <li>2) Work through the steps of diagnostic reasoning process</li> <li>3) Discuss with the clinical faculty and listening actively to the feedback</li> </ol>
3-4 pm hospital ward allocated or venue preference	Clinical reflection/ Clinical faculty	<ol style="list-style-type: none"> <li>1) Lead and encourage the students to reflect on their health assessment, learning and learning needs for better improvement using Carper's 4-fundamental way of knowing in nursing</li> <li>2) Inform the students of required works submission of two clients on the following Monday before 9 am</li> </ol>	<ol style="list-style-type: none"> <li>1) Reflect on health assessment, learning and learning needs for better improvement</li> <li>2) Accept information about the required works submission</li> </ol>

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Week Date/Time Venue	Topics/ Designated staff	Teaching activities	Learning activities
wk. 2 Wednesday March 3, 2021 8am-3pm Target ward	Integration of evidence into clinical nursing practice in hospital wards/ Clinical faculty	1) Discuss with the students to identify and select an interesting client group with a particular health problem 2) Assign the students to analyze and identify: <ul style="list-style-type: none"> <li>2.1 clinical situation, everyday nursing practices, clients' outcomes for the specific health problem in the setting</li> <li>2.2 clinical problem that generates the need for a practice change</li> <li>2.3 whether the "clinical problem" is a nursing team's priority and interest</li> </ul> 3) Discuss the steps of integrating evidence-based practice (EBP) in clinical nursing practice; EBP models (e.g., The Johns Hopkins Nursing EBP Model; Iowa Model of EBP) 4) Ask the students to work through the steps of EBP process: <ul style="list-style-type: none"> <li>4.1 identify a clinical question and the EBP focused question</li> <li>4.2 conduct systematic search of relevant evidence 1 – 2 articles</li> <li>4.3 critically appraise the evidence</li> <li>4.4 extract the data to formulate interventions recommendations guide to the specific problem</li> </ul>	1) Identify and select an interesting client group with a specific problem 2) Analyze clinical situation, daily nursing practices, clients' outcomes for the specific health problem 3) Identify clinical problem, priority and interests of the nursing team 4) Discussion on the steps of integrating EBP in clinical nursing practice; the EBP model 5) Identify a clinical and the focused EBP questions 6) Work through the steps of the EBP process
3 – 4 pm hospital ward	Clinical reflection/ Clinical faculty	- Lead and encourage the students to reflect on working through the steps of EBP process	- Reflect on work through the steps of the EBP process using Carper
wk. 2 Thursday March 4, 2021 8am-3pm Target ward	Integration of evidence with a particular health problem / Clinical faculty	Assign and supervise the students to: <ul style="list-style-type: none"> <li>1) Conduct systematic search of relevant evidence 3 – 4 articles and critically appraise the evidence</li> <li>2) Extract the data to formulate intervention recommendations guide to the health problem</li> <li>3) Evaluate the acceptable and feasible to apply the recommendations to client in the context</li> <li>4) Create an action plan to implement the evidence-based interventions</li> <li>5) Identify the expected (health) outcomes</li> <li>6) Develop/ select a tool or nurse-sensitive outcome/ indicator to evaluate the achievement expected outcomes</li> </ul>	1) Work through the EBP process 2) Evaluate the acceptable and feasible of the recommendations 3) Create an action plan to implement the interventions to client 4) Identify the expected outcomes 6) Develop/ select a tool or nurse-sensitive outcome/ indicators to evaluate the expected outcomes
3 – 4 pm hospital ward	Clinical reflection/ Clinical faculty	- Lead and encourage the students to reflect on integration of evidence into practice using Carper's 4-way of knowing	- Reflect on integration of evidence into clinical nursing practice

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Week Date/Time Venue	Topics/ Designated staff	Teaching activities	Learning activities
wk. 2 Friday March 5, 2021 8am-3pm Target ward	Integration of evidence with a particular health problem / Clinical faculty	Assign and supervise the students to: 1) Discuss with the nursing team on the feasibility and appropriateness of the evidence-based nursing interventions 2) Revise the interventions and action plan 3) Implement the approved action plan 4) Deliver the interventions to 1 – 2 clients encompass preferences and values of clinical expertise and clients under supervision	1) Discuss with the nursing team 2) Revise the interventions/ plan 3) Implement the approved plan 4) Deliver the interventions to the 1 – 2 clients encompass preference and values of clinical expertise and clients
3 – 4 pm hospital ward	Clinical reflection/ Clinical faculty	- Lead and encourage the students using Carper's 4-way of knowing to reflect on implementation of evidence to practice	- Reflect on implementation of evidence into clinical nursing practice
wk. 3 – 6 Wednesday March 10, To Thursday April 1, 2021 8am-3pm Target ward	Implementation of evidence to clients with a particular health problem/ Clinical faculty	Assign and supervise the students to: 1) Deliver the evidence-based interventions to 4 – 5 clients encompass preferences and values of clinical expertise and clients 2) Evaluate nursing outcomes and level of success using the selected tool 3) Revise action plan or searching for further evidence to revise the interventions to achieve expected outcomes 4) Create interprofessional collaboration to enhance expected outcomes achievement 5) Promote learning opportunity in the staff nurses and other healthcare personals to apply EBP at bedside (group work)	1) Deliver the evidence-based interventions to 4 – 5 clients 2) Evaluate nursing outcomes/ level of success using the selected tool 3) Revise action plan or searching evidence as required to achieve expected outcomes 4) Create interprofessional collaboration to enhance expected outcomes achievement 5) Promote learning opportunity in the staff nurses and other healthcare personals
wk.3-5/ 6 Wednesday To Friday 8am – 4pm Target ward	Daily and Weekly activities/ routines/ Clinical faculty	1) Inform the students to: 1.1 Participate in handover and preconference 1.2 Write concept map care plan and reflection 1.3 Hand in concept map care plan and reflective writing on every following Monday before 9 am 2) Give constructive feedbacks on knowledge, skill and ability throughout the EBP process 3) Conduct pre- and post-clinical conference and reflective practice 4) Give constructive feedbacks on concept map care plan and reflective writing within a week of submission received 5) Give plenty of opportunities for the students for asking questions 6) Assess each student's periodic progress in achieving expected learning outcomes 7) Mutual plan with a student unfulfilling expected learning outcome to accomplish the outcome	1) Participate in nursing handover and preconference 2) Write concept map care plan and reflection 3) Hand in care plan and reflective writing aligned with the guideline 4) Listen actively to constructive feedbacks 5) Participate/ conduct pre- and post-clinical conference and reflection 6) Ask meaningful questions 7) Assess one's own periodic progress in achieving expected learning outcomes 8) Mutual plan with the clinical faculty to fulfill the expected learning outcomes

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Week Date/Time Venue	Topics/ Designated staff	Teaching activities	Learning activities
wk.1-5 Wednesday To Friday 8am – 4pm hospital ward	Development of advanced level nursing practice competencies/ Clinical faculty	Create teaching and learning activities using a real-life clinical experience with real patients in the following requirements:  1) Competency for recognizing, responding and managing to clinical deterioration 1.1 select the practice situation involved complex care needs resulted from client clinical deterioration 1.2 supervise and assess the students' capabilities to estimate, predict, make decision in response to client clinical deterioration 1.3 discuss with the students on recognizing, responding and managing to client clinical deterioration in advanced nursing practice  2) Ethical competence in advanced practice nurse 2.1 select the practice situation involving ethical decision-making 2.2 discuss with the students to analyze and address moral/ ethical problem or dilemma 2.3 ask the students to make ethical decision using ethical reasoning to resolve the ethical problem or ethical conflict concerning impacts to the stakeholders 2.4 discuss with the students on ethical decision making in advanced nursing practice  3) Discuss with the students on advanced nursing practice in the care of adults/ older adults with complex care needs across every phase of illness – acute, chronic, critical and end-of-life phases	1) Participate in analyzing and responding to client clinical deterioration  2) Participate in addressing ethical issue raised by the case study  3) Integrate ethical decision-making framework for making ethical decision  3) Discuss with peers and the clinical faculty on advanced nursing practice in the care of adults and older adults with complex care needs across every phase of illness
wk. 5 March 24-26 And wk. 6 March 31, April 1	Dissemination of the EBP Preparation/ Clinical faculty	1) For students with successful implementation, outcome measurement and evaluation of the EBP in 4-5 clients: 1.1 Prepare PowerPoint presentation (PPT) to disseminate the EBP outcomes 1.2 Plan for the dissemination strategies and design for attractive presentation to promote maximum benefit for the staff nurses and those interested (work all together)  2) Provide support/ guidance to the students  3) Give feedback with aligned course instruction  4) Prove and approve the good PPT before giving the presentation  5) Consider to prepare oral presentation, communication and respond to questions skills	1) Prepare PPT  2) Plan for the dissemination strategies and design for the presentation (work all together)  3) Listen actively to consti active feedback  4) Use the proved and approved PPT for the final presentation  5) Participate in preparing skills for the presentation

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Week Date/Time Venue	Topics/ Designated staff	Teaching activities	Learning activities
wk. 6 Friday April 2, 2021 8am-3pm	Dissemination of the EBP results/ Clinical faculties; the staff nurses	1) Participate and give constructive feedbacks for the students on the presentation focused on implications for a clinical practice in the hospital 2) Ask the students to give constructive peer feedbacks and recommendations for better improvement	1) Listen actively to constructive feedbacks 2) Give constructive feedbacks and recommendations to peers for better improvement
3-4 pm	Course evaluation/ Course coordinator and Clinical faculties	- Conduct properly debriefing for the course and how the course could be better allocated differently in the future - Emphasize on the report writing guide, report submission guideline and deadline	- Participate actively in debriefing the course - Write and submit the report aligned with the guideline and the deadline

### 5.2 Student Learning Outcomes Assessment Plan

Assessment Tasks	Assessment Type	Assessment Tool	Week being addressed	Weighting (%)
1) Conduct a systematic and a comprehensive process of problem-focused advanced health assessment of 2 clients	Individual	Evaluation Form <sup>1</sup>	1	10
2) Practice in advanced nursing practice roles 2.1 The implementation of the evidence-based intervention in 4-5 clients with particular complex care needs 2.2 Weekly concept map care plans for clients 2.3 Weekly reflective practice writing	Individual work	Evaluation Form <sup>2</sup>	2 to 6	70
3) Give an oral presentation of the evidence-based interventions implementation and client outcomes	Individual work	Evaluation Form <sup>3</sup>	6	10
4) Write a report of the evidence-based interventions implementation and client outcomes	Individual work	Evaluation Form <sup>4</sup>	6	10

<sup>1</sup>Grading Rubric: Advanced Health Assessment

<sup>2</sup>Grading Rubric: Implementation of Evidence-based Intervention

<sup>3</sup>Grading Rubric: Oral Presentation of Evidence-Based Practice Outcomes

<sup>4</sup>Grading Rubric: Evidence-Based Practice Report

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## Section 6: Learning Resources

### 6.1 Required Textbooks/ Books

- Ackley, B. J., Ladwig, G. B., & Flynn Makic, M. B. (Eds.). (2017). *Nursing diagnosis handbook: An evidence-based guide to planning care*. (11th ed.). Elsevier.  
(WY49 N974 2017)
- Boltz, M., Capezuti, E., Fulmer, T., & Zwicker, D. (Eds.). (2016). *Evidence-based geriatric nursing protocols for best practice*. (5th ed.). Springer. (WY152 E93)
- Boswell, C., & Cannon, S. (Eds.). (2020). *Introduction to nursing research: Incorporating evidence-based practice*. (5th ed.). Jones & Bartlett Learning. (WY20.5 I61 2020)
- Brown, S. J. (2018). *Evidence-based nursing: The research-practice connection*. (4<sup>th</sup> ed.). Jones & Bartlett Learning. (WY100.7 B879e)
- Butts, J. B., & Rich, K. L. (Eds.). (2018). *Philosophies and theories for advanced nursing practice*. (3rd ed.). Jones & Bartlett Learning. (WY86 P568)
- Carpenito, L. J. (Ed.). (2017). *Nursing diagnosis: Application to clinical practice*. (15th ed.). Wolters Kluwer. (WY18.2 N974 2017)

### 6.2 Supplementary Reading Book

- Carpenito, L. J. (2017). *Handbook of nursing diagnosis*. (15th ed.). Wolters Kluwer. (WY49 C294h)
- Collins-Bride, G. M., & Saxe, J. M. (Eds.). *Clinical guidelines for advanced practice nursing: An interprofessional approach*. (3rd ed.). Jones & Bartlett Learning. (WY128 C641)
- Demler, T. L., & Rhoads, J. (Eds.). (2018). *Pharmacotherapeutics for advanced nursing practice*. Jones & Bartlett Learning. (WY18.2 P536)
- DeNisco, S. M., & Barker, A. M. (Eds.). (2016). *Advanced practice nursing: Essential knowledge for the profession*. (3rd ed.). Jones & Bartlett Learning. (WY128 A244)
- Denise, P. F., & Beck, C. T. (2018). *Essentials of nursing research: Appraising evidence for nursing practice*. (9<sup>th</sup> ed.). Wolters Kluwer Health. (WY20.5 P769e)
- Giger, J. N. (Ed.). (2017). *Transcultural nursing: Assessment & intervention*. (7th ed.). Elsevier. (WY107 T772 2017)

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- Grace, P. J. (Ed.). (2018). *Nursing ethics and professional responsibility in advanced practice*. (3rd ed.). Jone & Bartlett Learning. (WY85 N974 2018)
- Gray, J. R., Grove, S. K., & Sutherland, S. (2017). *Burns and Grove's the practice of nursing research: Appraisal, synthesis, and generation of evidence*. (8<sup>th</sup> ed.). Elsevier. (WY20.5 G779b 2017)
- Gulanick, M., & Myers, L. (Eds.). (2017). *Nursing care plans: Diagnoses interventions, & outcomes*. (9th ed.). Elsevier. (WY49 N974)
- Hall, H. R., Linda, A., & Roussel, L. A. (Eds.). (2017). *Evidence-based practice: An integrative approach to research, administration, and practice*. (2nd ed.). Jones & Bartlett Learning. (WB102.5 E93 2017)
- Herdman, T. H., & Kamitsuru, S. (Eds.). (2018). *NANDA International nursing diagnoses: Definitions & classification 2018-2020*. (11th ed.). Thieme. (WY15 N176)
- Jarvis, C. (2020). *Physical examination & health assessment*. (8th ed.). Elsevier. (WB205 J38p 2020)
- LoBiondo-Wood, G., & Judith, H. J. (Eds.). (2018). *Nursing research: Methods and critical appraisal for evidence-based practice*. (9th ed.). Elsevier. (WY20.5 N974 2018)
- Rhoads, J., & Petersen, S. W. (2018). *Advanced health assessment and diagnostic reasoning*. (3rd ed.). Jones & Bartlett Learning. (WB141 R474a)
- Servellen, V., & Marram, G. (2020). *Communication skills for the health care professional: Context, concepts, practice, and evidence*. (3rd ed.). Jones & Bartlett Learning. (W62 V217c 2020)
- Schuster, P. M. (2016). *Concept mapping: A critical-thinking approach to care planning*. (4th ed.). F.A. Davis. (WY100 S395c)
- Weber, J. R., & Kelley, J. H. (Eds.). (2018). *Health assessment in nursing*. (6th ed.). Wolters Kluwer Lippincott Williams & Wilkins. (WY100.4 W374h)
- Wilson, S. F., & Giddens, J. F. (2017). *Health assessment for nursing practice*. (6th ed.). Elsevier. (WY100.4 W753h 2017)

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**Advanced Nursing Practicum for Adults and Older Adults: Clinical Placement Roster**

Name	Wk.1 February 24 - 26	Wk.2 March 3 - 5	Wk.3 March 10 - 12	Wk.4 March 17 - 19	Wk.5 March 24 - 26	Wk.6 March 31, April 1-2
Minfeng Li Ren Shi Yan จิตสุภา สิมเย็น สัมพันธ์ หนูแม่ไม้ รุศพาน ชาตรี นิรภัฏ วิชิตพงศ์	Surgical ward Dr. Khomapak	Surgical ward Target wards Dr. Khomapak	Surgical ward Target wards Dr. Khomapak	Surgical ward Target wards Dr. Khomapak	Surgical ward Target wards Dr. Khomapak	Surgical ward Target wards Dr. Khomapak
Lei An Siqiao Liu รัตนาภรณ์ สังข์ทอง ทิพย์สุดา พรหมตมตรี อัสมะ สายี	Surgical/ Medical ward Dr. Luppana	Surgical/ Medical ward Target wards Dr. Luppana	Surgical/ Medical ward Target wards Dr. Luppana	Surgical/ Medical ward Target wards Dr. Luppana	Surgical/ Medical ward Target wards Dr. Luppana	Surgical/ Medical ward Target wards Dr. Luppana
Zhao Lian Jun Usama Singhasam ฐิติมา เมฆสมุทร ทิพย์ศิริ สทวารพันธ์ อุษามาต พยัคสิน	Medical ward Dr. Charuwan	Medical ward Target wards Dr. Charuwan	Medical ward Target wards Dr. Charuwan	Medical ward Target wards Dr. Charuwan	Medical ward Target wards Dr. Charuwan	Medical ward Target wards Dr. Charuwan

**Notes:** Wk. 1 Course orientation, on-site orientation and advanced health assessment practice as required

Wk. 2 - 5/ 6 Implementation of EBP in clients with a particular health problem as required

April 2nd, Presentation of the evidence-based interventions implementation and client outcomes; Course evaluation

*Wk. 2-6  
Dr. Jun*

### **Basic assumptions and guiding principles of the course**

The students in this course are expected to:

- 1) be active adult learners showing intellectual, professional curiosity, spend practice hours in useful activities
- 2) participate actively and positively in the teaching and learning environment
- 3) collaborate with one's clinical faculty to achieve expected outcomes
- 4) periodically consult, receive and ask for feedbacks from the clinical faculty as needed
- 5) show a willingness and non-defensive acceptance to feedback and suggestion
- 6) successfully meet all course requirements as indicated in a timely manner
- 7) pass all clinical assignments/ practicum and achieve a grade of a 'B' or higher regardless of success in other parts of the course
- 8) be in attendance on the date and time scheduled for all course assignment due dates
- 9) contact the clinical faculty immediately in the case of an emergency or experience mitigating circumstance causing a delay handing in an assignment on time to receive approval
- 10) behave appropriately regarding professional behaviors standards/ expectations including but not limited to appropriate attire, arriving before the appointed time; being prepared for clinical practice, show respect and deference to staff/ clients and others, use discretion and appropriate professional language

### **Academic Integrity Policy**

- 1) Academic integrity is the pursuit of scholarly activity free from fraud and deceptions
- 2) All paper and assignments must maintain the highest of academic integrity
- 3) The ideas/thoughts, material and work of others must be paraphrased or summarized or quoted and acknowledged the source in consistent with seventh edition APA Style
- 4) Academic dishonesty or academic misconduct includes, but is not limited to, cheating, plagiarizing or using resources without proper acknowledgement, citation or documentation, fabricating of information or citations, submitting work of another person or work previously used, or tampering with the work of other students
- 5) Violations of academic integrity will be subject to academic sanctions by the reduction in the course grade to F up to dismissal from the course

*Chapman*  
4 Jan 2021