

Master of Nursing Science Program
Adult and Gerontological Nursing (International Program)
Revised Curriculum, B.E. 2564 (2021)

Institution Prince of Songkla University
Hat Yai Campus, Faculty of Nursing

Section 1: General Information

1. Program Code and Program Title

1.1 Program Code: 25450101102486

1.2 Program Title: Master of Nursing Science in Adult and Gerontological Nursing (International Program)

2. Degree Name and Field of Study

2.1 Full Degree Name

English: Master of Nursing Science (Adult and Gerontological Nursing)

2.2 Degree Abbreviation

English: M.N.S. (Adult and Gerontological Nursing)

3. Field of Study

Adult and Gerontological Nursing

4. Total Credits Required

Master's Degree (Plan A, Type A2): **36 credits**

5. Program Characteristics

5.1 Degree Level:

☒ Master's Degree

5.2 Language of Instruction

☒ English

5.3 Student Admission: Open to both Thai and international students.

5.4 Collaboration with Other Institutions

☒ This program is administered solely by the Faculty of Nursing, Prince of Songkla University.

5.5 Degree Awarded

- ☒ A single degree is awarded in the field of Adult and Gerontological Nursing.
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6. Program Status and Approval:

☒ This revised curriculum commenced in the first semester of the 2021 academic year (June 2021).

☒ The curriculum was revised from the 2017 Master of Nursing Science Program in Adult and Gerontological Nursing (International Program), which has been offered since 1998.

The revised curriculum received approval from:

☒ Academic Policy Committee, Meeting No. 18 (9/2020), held on 13 November 2020.

☒ Prince of Songkla University Council, Meeting No. 418 (1/2021), held on 16 January 2021.

☒ Thailand Nursing and Midwifery Council, Meeting No. 6/2021, held on 21 June 2021.

7. Quality Assurance and Public Recognition

The program is scheduled to be publicly recognized as meeting the standards of the Thai Qualifications Framework for Higher Education in Nursing (Graduate Level), B.E. 2560 (2017) beginning in the 2022 academic year.

8. Graduates of the program may pursue careers as:

- (1) Registered nurses in public and private healthcare institutions.
- (2) Registered nurses in government or private organizations related to health services.
- (3) Academic staff or lecturers in public and private educational institutions.
- (4) Nursing scholars.
- (5) Nursing researchers.
- (6) Nursing administrators

9. Names, National Identification Numbers, Academic Ranks, and Educational Qualifications of the Program Faculty Members

No.	National ID / Professional License No. (Expiry Date)	Academic Rank	Name	Degree	Year Awarded	Degree Title	Field of Study	Institution
1	National ID: 3-8098-00003-65-4 Professional License No.: 4511051113 License Expiry: 23 December 2022	Associate Professor	Miss Waraporn Kongsuwan	Ph.D.M.Sc.B.Sc.	200919991989	Ph.D.Master of Science Bachelor of Science	NursingMicrobiology Nursing and Midwifery	Florida Atlantic University, USA Prince of Songkla University, Thailand Prince of Songkla University, Thailand
2	National ID: 3-9099-00421-07-4 Professional License No.: 4511063054 License Expiry: 23 December 2022	Assistant Professor	Miss Lappana Kijrungrroj	Ph.D.M.N.S.B.Sc.	200820001986	Ph.D.Master of Nursing ScienceBachelor of Science	Nursing Adult Nursing Nursing and Midwifery	Chiang Mai University, Thailand Mahidol University, Thailand Prince of Songkla University, Thailand
3	National ID: 3-9098-01154-54-0 Professional License No.: 4511063091 License Expiry: 23 December 2022	Assistant Professor	Mrs. Jaruwan Kritpracha	Ph.D.M.N.S.B.Sc.	200419951986	Ph.D.Master of Nursing ScienceBachelor of Science	NursingAdult NursingNursing and Midwifery	University of Michigan, USA Mahidol University, Thailand Prince of Songkla University, Thailand

10. Instructional Venue

☒ The program is delivered at the Faculty of Nursing, Hat Yai Campus, Prince of Songkla University.

11. External Situations or Developments Considered in Curriculum Planning

11.1 Economic Situations and Developments

The prolonged global COVID-19 pandemic has resulted in widespread morbidity and mortality across both developed and developing countries. It has fundamentally altered people's lifestyles worldwide, while international travel and transportation have become increasingly challenging. Business operations and economic activities across all sectors have been adversely affected. Consequently, national development has increasingly relied on research and innovation as key driving forces. Many countries, including those in Asia, have invested in the development of future-oriented technologies such as artificial intelligence (AI), the Internet of Things (IoT), and big data analytics. In addition, the United Nations Sustainable Development Goals (SDGs) provide a global framework for development from September 2015 to August 2030, encompassing 17 goals over a 15-year period. The SDGs most relevant to curriculum development include:

1. Ensuring healthy lives and promoting well-being for people of all ages.
2. Ensuring inclusive and equitable quality education while promoting lifelong learning opportunities for all.
3. Promoting innovation.

11.2 Social and Cultural Situations and Developments

Globally, particularly in Asian countries, the proportion of older adults continues to increase. Older adults commonly experience complex health conditions associated with functional decline, chronic illnesses, and end-of-life care. Consequently, many Asian countries have adopted national policies to strengthen healthcare services for ageing populations through research- and innovation-driven approaches. These developments have increased the demand for nursing professionals and nurse scholars with expertise in gerontological nursing. Among the adult population, rapid societal changes, increasingly competitive lifestyles, and unhealthy consumption behaviors have contributed to a growing prevalence of non-communicable diseases (NCDs), as well as health problems arising from accidents, emerging infectious diseases, and disasters. At the same time, advances in healthcare technology have led to the increasing use of robotics and other advanced technologies in patient care. These innovations have improved survival rates while simultaneously increasing the number of individuals living with technology-dependent conditions. Consequently, nurses are expected to develop competencies that enable them to provide effective care in increasingly technology-intensive healthcare environments. Furthermore, greater cultural diversity across Asia, together with increased international mobility, migration, and labor movement, has accelerated cultural exchange among populations. Cultural diversity significantly influences individuals' behaviors, lifestyles, communication patterns, and health status. In addition, the international mobility of nursing professionals has increased substantially, with nurses increasingly pursuing employment opportunities outside their home countries.

12. Impact of the Factors Described in Section 11 on Curriculum Development and Revision, and Their Relationship to the University's Mission

12.1 Outcome-Based Curriculum Development and Curriculum Revision Process

The 2021 revision of the Master of Nursing Science Program in Adult and Gerontological Nursing (International Program) was developed in accordance with the principles of Outcome-Based Education (OBE) and the educational philosophy of Prince of Songkla University. The curriculum emphasizes learner-centered education, in which students are expected to achieve clearly defined learning outcomes while instructors facilitate learning through appropriate educational strategies. The program learning outcomes were formulated based on comprehensive analyses of feedback and information obtained from a wide range of stakeholders, including graduate employers in Thailand and internationally, professional organizations (particularly the Thailand Nursing and Midwifery Council), the Office of the Permanent Secretary of the Ministry of Higher Education, Science, Research and Innovation, the vision and mission of the Faculty of Nursing and Prince of Songkla University, alumni, current students, and prospective students. Multiple data collection methods were employed, including focus group discussions, meetings, interviews, and questionnaire surveys administered via e-mail and Google Forms. The Curriculum Revision Committee synthesized these findings to establish the Program Learning Outcomes (PLOs), while also considering economic, social, and cultural developments, changes in the healthcare environment, and evolving healthcare delivery systems. The revised curriculum complies with the 2015 Standards for Graduate Programs, the 2018 Higher Education Learning Outcomes Standards, and the 2017 Thai Qualifications Framework for Graduate Education in Nursing. Accordingly, the revised curriculum aims to produce graduates who possess advanced competencies to lead healthcare for adults and older persons with complex health conditions. The curriculum addresses major health issues affecting Asian populations, emerging infectious diseases, and future global health challenges. Students are expected to integrate advanced nursing knowledge, interdisciplinary sciences, evidence-based practice, innovation, multicultural competence, digital technology, and healthcare technologies in providing high-quality nursing care. Particular emphasis is placed on developing excellence in nursing research and innovation to improve healthcare quality for adult and older populations. Students are encouraged to disseminate scholarly work nationally and internationally, engage in lifelong learning, function effectively as global citizens, demonstrate ethical and professional responsibility, and contribute to society. To respond to evolving social and economic contexts, the curriculum also incorporates greater flexibility through blended and online learning, enabling students to participate in selected learning activities from their home countries. The Program Learning Outcomes (PLOs) were designed to align with the competencies required by the Thailand Nursing and Midwifery Council and the expectations of all stakeholder groups, particularly key stakeholders with significant influence on curriculum development. Based on the identified knowledge, attitudes, and skills, the curriculum includes one integrated learning module, together with compulsory courses, specialty courses, elective courses, and a thesis component.

12.2 Relationship to the University's Mission

The revised Master of Nursing Science Program in Adult and Gerontological Nursing (International Program) has been developed in alignment with the missions and strategic directions of both the Faculty of Nursing and Prince of Songkla University. The curriculum is designed to ensure that graduates achieve the intended Program Learning Outcomes while reflecting the University's desired graduate attributes for graduate education. These attributes include intellectual curiosity, lifelong learning, global perspectives, critical thinking, effective communication, and management competencies. Graduates are also expected to demonstrate social responsibility, leadership, teamwork, advanced disciplinary expertise, interdisciplinary knowledge, the ability to

generate new knowledge, and strong ethical and professional values. The curriculum also reflects the Faculty of Nursing's mission to cultivate graduates who are morally responsible, intellectually capable, professionally competent according to international standards, and committed to lifelong learning. It promotes holistic health, guided by the University's founding principle of "Our Soul is for the Benefit of Mankind." Furthermore, the curriculum supports the Faculty's strategic priorities of advancing lifelong learning, promoting excellence in research and innovation for continuing care, strengthening societal engagement to improve holistic well-being, and pursuing organizational excellence based on the Sufficiency Economy Philosophy and aesthetic principles. These priorities are consistent with the mission of Prince of Songkla University to:

1. Produce graduates with academic and professional excellence, integrity, discipline, intellectual curiosity, public-mindedness, and twenty-first-century competencies, who are capable of applying foundational knowledge and practical experience.

2. Develop the University as a multicultural knowledge-based society guided by the Sufficiency Economy Philosophy, providing lifelong learners with diverse opportunities for knowledge acquisition.

The curriculum also supports the University's strategic priorities by:

- Strategy 1: Human Resource Development – producing globally competent graduates through innovative, flexible learning models that promote lifelong learning across all age groups.
- Strategy 2: Research and Innovation for National Development – promoting research, innovation, and academic services that generate economic value, contribute to national development, and inform public policy.
- Strategy 3: Organizational Excellence – enhancing institutional effectiveness through digital transformation toward becoming a Digital University.

13. Relationship with Other Academic Programs

The program has no formal relationship with other academic programs offered by other faculties or departments within the University.

13.1 Courses Offered by Other Faculties, Departments, or Programs

☒ None

13.2 Courses in This Program Offered to Students from Other Programs

☒ None

13.3 Administrative Arrangements

☒ None

Section 2: Program-Specific Information

1. Philosophy, Rationale, and Program Objectives

1.1 Philosophy

The Faculty of Nursing, Prince of Songkla University, provides education in accordance with the educational philosophy of Prince of Songkla University, which is grounded in the principles of progressivism. This educational philosophy regards education as a means of developing learners by placing them at the center of the learning process. Learning is driven by students' needs and is achieved through problem-solving, self-directed inquiry, and experiential learning, thereby fostering meaningful and sustainable learning. Accordingly, the Master of Nursing Science programs offered by the Faculty of Nursing emphasize lifelong learning through learner-centered, active learning approaches that integrate a variety of educational strategies. These include transformative learning, problem-based learning (PBL), project- and innovation-based learning, and service learning. The program is guided by the royal philosophy of His Royal Highness Prince Mahidol of Songkla, "*Our Soul is for the Benefit of Mankind*," which serves as the foundation for graduate development. The program promotes continuous learning through diverse learning experiences both inside and outside the classroom, authentic practice in real-world settings, and knowledge exchange among students, faculty members, and experts in the discipline. Students are encouraged to become inquisitive, self-directed lifelong learners capable of providing continuous care for adults and older persons with complex health conditions through critical thinking and clinical reasoning. Graduates are expected to integrate nursing science, related disciplines, holistic healthcare concepts, the Sufficiency Economy Philosophy, and multicultural nursing principles into systematic, ethical, and legally compliant professional practice. They are also expected to demonstrate creativity, effectively utilize digital technologies, manage nursing outcomes efficiently, generate new knowledge through research and innovation, and contribute to improving nursing practice, healthcare organizations, the nursing profession, and society. Furthermore, graduates are expected to uphold high standards of morality, ethics, academic integrity, and professional conduct while living and working successfully in multicultural societies.

1.2 Rationale

This program plays a vital role in preparing professional nurses capable of providing comprehensive care for adults and older persons with complex health conditions arising from COVID-19, emerging and re-emerging infectious diseases, disasters, acute illnesses, chronic diseases, critical illnesses, palliative care, and end-of-life care. These increasingly complex healthcare challenges require nurses who possess advanced knowledge and competencies in managing specialized populations and disease-specific care through evidence-based practice, advanced healthcare technologies, culturally responsive care, ethical reasoning, sound clinical decision-making, and outcome-focused healthcare delivery. Graduates are expected to continuously develop innovative models of care for specific patient populations, conduct research that addresses healthcare challenges, improve the quality of nursing services, and disseminate research findings and scholarly work at both national and international levels. Accordingly, professional nurses must be equipped with competencies that enable them to deliver nursing care

in accordance with international standards, engage in lifelong learning, demonstrate effective leadership, and conduct ethical and credible research that contributes to nursing innovation and healthcare improvement. This program also responds to the needs of the Faculty of Nursing, Prince of Songkla University, its stakeholders, and neighboring Asian countries by developing nursing professionals who are capable of continuous self-development, professional advancement, and lifelong learning. Graduates are expected to conduct research, create innovations, and apply interdisciplinary knowledge to promote the holistic health and well-being of adult and older populations within multicultural societies.

1.3 Program Objectives

The revised Master of Nursing Science Program in Adult and Gerontological Nursing (International Program), B.E. 2564 (2021) aims to produce graduates who are able to:

- 1.3.1 Provide continuous, high-quality nursing care for adults and older persons with complex health conditions in multicultural societies through the integration of nursing science and related disciplines.
- 1.3.2 Engage in lifelong learning for continuous personal and professional development.
- 1.3.3 Conduct nursing research and develop innovations that address national and international healthcare needs and challenges.
- 1.3.4 Demonstrate clinical leadership by initiating changes that enhance service quality and ensure safe, high-quality care for individual and population groups of adults and older persons with complex health conditions.
- 1.3.5 Utilize information technology systems to advance nursing research and improve the quality of nursing care.
- 1.3.6 Demonstrate moral integrity, ethical responsibility, and a commitment to the University's guiding principle of "Our Soul is for the Benefit of Mankind."
- 1.3.7 Communicate and collaborate effectively with healthcare professionals and other relevant stakeholders in interdisciplinary healthcare teams.

2. Curriculum Development and Improvement Plan

Development / Improvement Plan	Strategies	Evidence / Performance Indicators
1. Promote transformative learning through learner-centered education that fosters continuous self-development.	1. Enhance faculty competencies in designing and delivering transformative learning.2. Promote knowledge sharing and collaborative learning among faculty members.3. Evaluate the quality of teaching and learning through student evaluations and peer review by teaching teams.4. Implement a systematic course review and verification process.5. Allocate financial support for the	1. At least 80% of graduates demonstrate a good level of lifelong learning competency.2. Faculty members implement transformative learning strategies that effectively promote graduates' lifelong learning competencies for continuous nursing practice.3. Overall student satisfaction with learning support resources that facilitate self-directed learning is not less than 3.51 (on a 5-point scale).4. Number of courses

Development / Improvement Plan	Strategies	Evidence / Performance Indicators
	development of instructional materials and learning resources.	employing active learning approaches.
2. Enhance teaching, learning, and assessment systems that effectively integrate face-to-face and online learning.	1. Strengthen faculty competencies in online teaching and learning.2. Promote knowledge exchange among instructors across courses.3. Evaluate the effectiveness of online teaching and learning.	1. Number of faculty development programs focusing on online teaching competencies.2. Number of faculty members participating in professional development activities related to online teaching.3. Results of evaluations on the effectiveness of online teaching and learning.4. Student satisfaction with online teaching and learning.
3. Promote teaching and learning practices that enable students to achieve the Program Learning Outcomes (PLOs) and sub-PLOs.	1. Enhance faculty competencies in learning management and learning assessment aligned with the Program Learning Outcomes (PLOs) and sub-PLOs.2. Monitor and evaluate faculty competencies in teaching and assessing student achievement according to the expected learning outcomes.	1. Number of faculty development programs related to outcome-based teaching and assessment.2. Number of faculty members participating in professional development activities on PLO- and sub-PLO-based learning management.3. Results of evaluations of teaching effectiveness with respect to each learning outcome.4. Student satisfaction with faculty teaching and learning practices.5. Student achievement in each expected learning outcome.

Section 3: Educational System, Program Administration, and Curriculum Structure

1. Educational System

1.1 Academic System

☒ The program is offered under a semester system, consisting of two regular semesters per academic year, with each semester comprising no fewer than 15 weeks of instruction.

1.2 Summer Semester

☒ A summer semester is offered during the first year of study or as determined by the Program Committee.

1.3 Credit Equivalency

☒ No credit equivalency is applicable under the semester system.

2. Program Administration

2.1 Schedule of Instruction

Teaching and learning activities are conducted:

☒ During regular official working days and hours; and

☒ Outside regular working hours, with selected learning activities scheduled on Saturdays and/or Sundays as appropriate.

For the academic years **2021–2025**, the academic calendar is as follows:

Semester	Period
First Semester	June – October
Second Semester	November – March
Summer Semester	March – May

2.2 Admission Requirements

Applicants to Plan A (Type A2) must satisfy the following admission requirements:

1. Hold a bachelor's degree in Nursing from an institution accredited by the Thailand Nursing and Midwifery Council.

2. Hold a valid First-Class Professional Nursing and Midwifery License (or First-Class Nursing License).

3. Have at least one year of professional nursing experience.

4. Applicants who are non-Thai nationals must:

◦ Hold a bachelor's degree in Nursing or an equivalent qualification;

◦ Be licensed to practice nursing by the professional regulatory body or competent authority in their home country; or

◦ If no nursing licensure system exists in the applicant's country, provide evidence of professional registration or certification issued by the relevant Nursing Regulatory Authority or equivalent professional governing body.

5. Meet the English language proficiency requirements specified by the Graduate School, Prince of Songkla University. Applicants must obtain one of the following minimum scores (with test results issued no more than two years prior to admission):

English Proficiency Test	Minimum Score
PSU-TEP	Average score of 60% across all three language skills
TOEFL (Paper-Based Test)	500
TOEFL (Computer-Based Test)	173
TOEFL (Internet-Based Test)	61
TOEFL Institutional Testing Program (ITP)	520
IELTS	5.0
CU-TEP	60

6. Fulfill any additional qualifications approved by the Program Committee.

2.3 Newly admitted students may encounter the following challenges:

1. Adjustment to differences in culture and living environments.
2. Insufficient English language proficiency for graduate-level study, particularly in reading academic literature, academic writing, and oral presentation skills.

2.4 Strategies for Addressing Students' Challenges

To support students in overcoming these challenges, the program implements the following strategies:

2.4.1 Pre-enrollment Orientation Program

A preparatory program is organized before the commencement of study to familiarize students with Thai culture, everyday life in Thailand, and basic Thai language communication. The program also develops essential graduate study skills, including self-directed learning, literature searching, academic reading, academic writing, oral presentation, and information literacy.

2.4.2 English Language Development

Students are required to improve their English language proficiency through the Tell Me More language learning program. Progress is monitored every three months.

2.4.3 Clinical Skills Refresher Training

Students participate in nursing laboratory practice before undertaking clinical courses to strengthen and standardize their fundamental nursing competencies in accordance with international standards.

2.4.4 Academic Advising

Each student is assigned a general academic advisor to provide academic guidance and personal support until a thesis advisor is formally appointed.

2.5 Five-Year Student Admission and Graduation Plan

Planned Student Enrollment and Graduation (Five-Year Period)

Academic Year	2021	2022	2023	2024	2025
Study Plan	Plan A2	Plan A2	Plan A2	Plan A2	Plan A2
First-Year Students	5	5	10	10	10
Second-Year Students	–	5	5	10	10
Total Enrollment	5	10	15	20	20
Expected Graduates	–	5	5	5	10

2.6 Estimated Budget (Draft)

1) Estimated Revenue (Thai Baht)

Revenue Source	2021	2022	2023	2024	2025
Educational Maintenance Fees	516,300	1,021,500	1,537,750	2,043,000	2,043,000
Tuition Fees	103,700	218,500	322,250	437,000	437,000
Government Subsidies	1,253,500	1,317,100	1,515,400	1,945,600	2,398,700
Total Revenue	1,873,500	2,557,100	3,375,400	4,425,600	4,878,700

2) Estimated Expenditure (Thai Baht)

Expenditure Category	2021	2022	2023	2024	2025
A. Operating Expenditure					
Personnel Expenses	1,200,000	1,320,000	1,399,200	1,819,000	2,146,400
Operating Expenses (excluding scholarships)	382,000	476,000	784,400	1,295,200	1,420,900
Scholarships	–	–	–	–	–
University-Level Expenses	141,500	261,100	391,800	511,400	511,400
Total Operating Expenditure (A)	1,723,500	2,057,100	2,575,400	3,625,600	4,078,700
B. Capital Expenditure					
Equipment (Depreciation Cost)	150,000	500,000	800,000	800,000	800,000
Total Capital Expenditure (B)	150,000	500,000	800,000	800,000	800,000
Grand Total (A + B)	1,873,500	2,557,100	3,375,400	4,425,600	4,878,700

Student Enrollment and Unit Cost	2021	2022	2023	2024	2025
Number of Students	5	10	15	20	20
Operating Cost per Student	344,700	205,700	171,700	181,300	203,900
Total Cost per Student	374,700	255,700	225,000	221,300	243,900

2.7 Modes of Study

The program is offered through both:

- ☒ On-campus (face-to-face) learning
- ☒ Online learning

To promote active learning, the program incorporates the following online learning modalities:

1. Synchronous Online Learning conducted through Webex or Zoom, enabling real-time interaction between instructors and students as well as among students.
2. Asynchronous Online Learning delivered through the University's Learning Management System (LMS2@PSU), which serves as a learning repository, supports self-directed learning, and provides comprehensive learning resources.

2.8 Credit Transfer, Course Transfer, and Cross-Registration

Credit transfer, course transfer, and cross-registration (where applicable) shall be conducted in accordance with the Prince of Songkla University Regulations on Graduate Studies, B.E. 2563 (2020).

3. Curriculum and Teaching Staff

3.1 Curriculum

3.1.1 Total Credit Requirements

Plan A (Type A2): 36 credits

3.1.2 Curriculum Structure

Component	Credits
Compulsory Courses	21
Elective Courses	3
Thesis	12
Total	36

3.1.3 Course List

3.1.3.1 Courses

A. Core Compulsory Courses (9 Credits)

Course Code	Course Title	Credits
642-511	Philosophy, Theories, and Multiculturalism in Nursing	2((2)-0-4)
642-512	Health System, Leadership, and Ethics in Nursing	2((2)-0-4)
642-513	Module: Research and Innovation in Nursing: Concepts to Application	5((4)-2-9)

B. Major Compulsory Courses (12 Credits)

Course Code	Course Title	Credits
646-531	Advanced Pathophysiology and Pharmacotherapeutics for Adults and Older Adults	2((2)-0-4)
646-533	Nursing Care for Adults and Older Adults with Complex Health Problems	4((3)-2-7)
646-554	Evidence-based Nursing Practice for Adults and Older Adults	3(0-9-0)
646-655	Innovation-based Nursing Practice for Adults and Older Adults	3(0-9-0)

C. Elective Courses (3 Credits)

Course Code	Course Title	Credits
642-771	Integrative Research Review Practice	3(0-9-0)
642-772	Qualitative Nursing Research	3((2)-2-5)
642-773	Holistic Healthcare with the Integration of Eastern Wisdom	3((2)-3-4)
642-774	Aesthetics in Nursing	3((2)-2-5)
642-775	Technology-Enhanced Nursing	3((3)-0-6)
642-776	Health Emergency Nursing and Disaster Management	3((2)-3-4)

D. Thesis (12 Credits)

Course Code	Course Title	Credits
642-781	Thesis	12(0-36-0)