

**MODULES HANDBOOK  
NURSE PROFESSION STUDY PROGRAM**



**FACULTY OF HEALTH SCIENCES  
UIN SYARIF HIDAYATULLAH JAKARTA**

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| Module designation  | <i>Basic Professional Nursing and Shar'i Nursing</i>   |
| Semester(s) in which the module is taught                     | <i>1<sup>st</sup> Semester</i>   |
| Person responsible for the module                             | Teaching Team<br>Nia Damiati, Ph.D<br>Dr. Ita Yuanita, M.Kep<br>Ernawati, M.Kep., Sp.KMB<br>Nadhia Elsa Silviani, M.Kep<br>Adelina Vidya Ardiyati, M.Kep., Sp.KMB<br>Ratna Pelawati, M.Biomed  |
| Language  | Bahasa Indonesia   |
| Relation to curriculum  | <i>Compulsory</i>  |
| Teaching methods  | Discussion, assignment, clinical performance, BedSide Teaching, Pre-Post Conference  |
| Workload (incl. contact hours, self-study hours)              | 91 hours   |
| Credit points   | 3 ECTS   |
| Required and recommended prerequisites for joining the module | <i>None</i>  |
| Module objectives/intended learning outcomes                  | Student will be able to:<br><br>1) Formulate nursing care plan by integrating islamic value, following the nursing process:<br>a. Performing nursing assessment based on basic human need in patient and family<br>b. Formulating nursing diagnosis related to the disruption of the patient's basic needs.<br>c. Planning nursing intervention and its rationale<br>d. Implementing nursing care plan which integrates nursing fiqh<br>e. Conducting nursing evaluation<br>2) Demonstrate professional skills in independently providing for a patient's basic needs under preceptor supervision. |

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| Content                            | <p>Basic Professional Nursing Practice is the initial phase of the Nurse professional Study Program, designed to provide students with both theoretical knowledge and practical experience in delivering nursing care to clients. The focus is on fulfilling the basic human needs, while integrating Islamic values. These basic needs include the physical, emotional, and spiritual aspects of the client. Students will also gain experience in interacting with clients, their families, and all healthcare professionals in hospitals or healthcare settings, in an effort to address the basic needs of the client.</p>  |
| Examination forms                  | SOCA- Mini CEX, Portofolio, logbook, Direct Observation of Procedure Skills (DOPS)  |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>Completed 80% structured academic assignment</i></li> <li>3. <i>not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>  |
| Reading list                       | <ol style="list-style-type: none"> <li>1. Adamu Faruk (2012). <i>Medicine in Qur'an and Sunnah</i>. Ibadan : Safari Books b Astiwara, Endy M. (2018).</li> <li>2. <i>Fikih Kedokteran Kontemporer</i>. Jakarta: Pustaka Al Kautsar c Berman A., Snyder S., Frandsen G. (2016).</li> <li>3. Kozier &amp; Erbs <i>Fundamental of Nursing Concept, Process and Practice</i>. Tenth Ed. Boston : Pearson d Bulechek et al. (2013).</li> <li>4. <i>Nursing Intervention Classification (NIC)</i>. 6th Edition. St. Louis : Elsevier e Dougherty Lisa &amp; Lister Sara (2015).</li> <li>5. <i>The Royal Marsden Manual of Clinical Nursing Procedure</i>. Ninth ed.UK: The Royal Marsden NHS Foundation Trust f Lynn P., LeBon M. (2011).</li> <li>6. <i>Skill Checklist for Taylor's Clinical Nursing Skills A Nursing Process Approach</i>. Third ed.. Philadelphia : Wolters Kluwers Lippincott Williams &amp; Wilkins g Nanda International (2011).</li> <li>7. <i>Nursing Diagnoses Definitions and Classification 2012-2014</i>. USA: Wiley Blackwell h Perry Potter (2015). PPNI (2016).</li> <li>8. <i>Mosby's Pocket Guide to Nursing Skills &amp; Procedures</i>. Eight ed.. St Louis: Elsevier Mosby</li> </ol> |

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|  | <ol style="list-style-type: none"> <li>9. Standar Diagnosis Keperawatan Indonesia Definisi dan Indikator Diagnostik. Edisi 1. Jakarta:DPP PPNI j PPNI (2019). Standar Luaran Keperawatan Indonesia Definisi dan Kriteria Hasil Keperawatan. Edisi1. Jakarta: DPP PPNI k PPNI (2018).</li> <li>10. Standar Intervensi Keperawatan Indonesia Definisi dan Tindakan Keperawatan I Tim zikir (2007).</li> <li>11. Fikih orang Sakit Tanya Jawab Seputar Ibadah Orang Sakit. Solo: Media Zikir m Sarwat Ahmad (2018).</li> <li>12. Fiqih interaksi Muslim dan non Muslim. Jakarta: Rumah Fiqih Publishing n Yafie et.al. Sakit menguatkan Iman Uraian Pakar Medis dan Spiritual. o Yuanita Ita, Nurbaeti Irma, Gartinah Tien, et.al. (2010).</li> <li>13. Kompetensi dan pencapaian praktik Profesi Ners Program Studi Ilmu Keperawatan UIN Jakarta.Ciputat : 39 p Yuanita ita (2016).</li> </ol> |
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| Module designation  | <i>Maternity Nursing</i>  |
| Semester(s) in which the module is taught                     | <i>1<sup>st</sup> Semester of Nurse Profession Study Program</i>  |
| Person responsible for the module                             | Irma Nurbaeti., M.Kep.,Sp.Kep.,Mat., Ph.D<br>Puspita Palupi., M.Kep.,Sp.Mat<br>Yenita Agus.,M.Kep.,Sp.Mat., ph.D  |
| Language  | Bahasa Indonesia  |
| Relation to curriculum  | <i>Compulsory</i>   |
| Teaching methods  | Discussion, assignment, clinical performance, BedSide Teaching, Pre-Post Conference   |
| Workload (incl. contact hours, self-study hours)              | <u>136 hours</u> for Clinical Nursing Practice  |
| Credit points   | 3 credits (equivalent with 5 ECTS)  |
| Required and recommended prerequisites for joining the module | <i>none</i>   |
| Module objectives/intended learning outcomes                  | <p>After completing the course students will be able to</p> <ol style="list-style-type: none"> <li>1. Demonstrate a professional attitude, critical, logical and ethical mindset in carrying out maternity nursing care;</li> <li>2. Performing effective interpersonal and communication skills in carrying out their duties;</li> <li>3. Mastering the concept and knowledge to carry out nursing care for pregnant, childbirth and postpartum women, both normal and/or at risk, as well as problems in the reproductive system with a family approach based on Islamic values;</li> <li>4. Carry out nursing care with a care process approach for pregnant, childbirth and postpartum women both normal and risky as well as problems in the reproductive system with a family approach;</li> <li>5. Demonstrate nursing technical skills in the maternity nursing area in accordance with applicable standards and creatively and innovatively;</li> <li>6. Demonstrate health education maternal mothers and families as needed;</li> <li>7. Develop their potential to improve their professional abilities.</li> </ol> |

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| Content                            | <p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1. therapeutic communication in the process of providing maternal and women's health nursing care, whether it's healthy, at risk, and problems in the reproductive system.</li> <li>2. The attitude of teamwork, critical thinking and problem solving in providing maternal and women's health nursing care</li> <li>3. Essential aspects of prenatal care, pregnancy and labor, newborn care, complications during pregnancy, and postnatal care, and disorders of reproductive system</li> <li>4. The latest issue of maternity nursing concepts including islamic aspect in practice through the form of Scientific Journal review.</li> </ol> |
| Examination forms                  | <ol style="list-style-type: none"> <li>1. SOCA- Mini CEX -Mini CEX (Clinical Exam)</li> <li>2. Portofolio</li> <li>3. Logbook</li> <li>4. Multisource feedback</li> <li>5. Direct Observation of procedure Skills (DOPS)</li> </ol>   |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Completed 100% of practice and assignments</i></li> <li>2. <i>The total score minimum is 70</i></li> <li>3. <i>Not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>   |
| Reading list                       | <p><b>Major:</b></p> <ol style="list-style-type: none"> <li>1. <i>Green C.J. (2012). Maternal Newborn Nursing Care Plans. Second edition. Malloy.Inc</i></li> <li>2. <i>Hanretty K.P., Santoso B.I., Muliawan E. (2014) Ilustrasi Obstetri. Edisi Bahasa Indonesia 7. Churchill Livingstone: Elsevier (Singapore) Pte.Ltd.</i></li> <li>3. <i>Lowdermilk, D.L., Perry, S.E., Cashion, M.C. (2013). Keperawatan Maternitas (2-vol set). Edisi Bahasa Indonesia 8. Mosby: Elsevier (Singapore) Pte Ltd.</i></li> <li>4. <i>Perry S.E., Hockenberry M.J., Lowdermilk D.L., Wilson D. (2014). Maternal Child Nursing Care. 5th edition. Mosby: Elsevier Inc.</i></li> </ol>   |

5. *Persatuan Perawat Nasional Indonesia. (2020). Standar Diagnosis Keperawatan Indonesia. Jakarta: DPP PPNI*

6. *Persatuan Perawat Nasional Indonesia. (2020). Standar Intervensi Keperawatan Indonesia. Jakarta: DPP PPNI*

7. *Persatuan Perawat Nasional Indonesia. (2020). Standar Luaran Keperawatan Indonesia. Jakarta: DPP PPNI*

**Supporting:**

1. *Bear, M., Bonnhein, M., Gallardo, C., dkk. Kontributor Indonesia: Putri, R.K., Suprihatin, E., Nurbaeti, I., Fatmawati, I., Nurliawati, E. (2021) Tinjauan Elsevier. Keperawatan Maternitas. Edisi 1. Edisi Bahasa Indonesia. Elsevier: Singapore.*
2. <http://jkp.fkep.unpad.ac.id/index.php/jkp/article/view/56>
3. <http://jkp.fkep.unpad.ac.id/index.php/jkp/article/view/1432>
4. <https://scholar.google.com/scholar?cluster=10758193358283714350&hl=en&oi=scholar>
5. <https://ejournal-kertacendekia.id/index.php/nhjk/article/view/232>
6. <https://www.belitungraya.org/BRP/index.php/bnj/article/view/1308>
7. <https://bmcrenotes.biomedcentral.com/articles/10.1186/1756-0500-5-589>

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| Module designation  | Medical Surgical Nursing Professional  |
| Semester(s) in which the module is taught                     | <i>1<sup>st</sup> Semester of Nurse Profession Study Program</i>   |
| Person responsible for the module                             | Teaching Team<br>Ernawati, M.Kep., Sp.KMB<br>Nia Damiati, PhD<br>Ratna Pelawati, M.Biomed<br>Nadhia Elsa Silviani, M.Kep<br>Adelina Vidya Ardiyati, M.Kep., Sp.KMB   |
| Language  | Bahasa Indonesia   |
| Relation to curriculum  | <i>Compulsory</i>  |
| Teaching methods  | Discussion, assignment, clinical performance, Observation, BedSide Teaching, Pre-Post Conference   |
| Workload (incl. contact hours, self-study hours)              | 317,33 hours   |
| Credit points   | 7 sks x 1,68 credits ECTS= 12 ECTS   |
| Required and recommended prerequisites for joining the module | none   |
| Module objectives/intended learning outcomes                  | After completing the course students will be able to: <ol style="list-style-type: none"> <li>1. Provide high-quality nursing care that is holistic, continuous, and consistent, while applying culturally sensitive principles by respecting ethnicity and religion.</li> <li>2. Demonstrate nursing technical skills in accordance with Standard Operating Procedures (SOP), maintaining the accountability of nursing care based on evidence-based nursing practices.</li> <li>3. Utilize effective interpersonal skills and communication in delivering nursing care and working within a team.</li> <li>4. Contribute to the advancement of the nursing profession.</li> </ol> |



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| Content                            | The Medical-Surgical Nursing Professional Practice is a program designed to guide students in adapting to the profession by gradually receiving delegated authority while delivering professional nursing care, providing health education, fulfilling advocacy functions for clients, making legal and ethical decisions, and utilizing the latest research related to adult nursing care. This practice covers nursing care for adult clients within the context of their family, focusing on addressing basic needs that are disrupted due to impairments in one or more body systems (organs).   |
| Examination forms                  | SOCA- Mini CEX, Portofolio, logbook, Direct Observation of Procedure Skills (DOPS)   |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>Completed 80% structured academic assignment</i></li> <li>3. <i>not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>   |
| Reading list                       | <ol style="list-style-type: none"> <li>1. Barber B, Robertson D, (2012). Essential of Pharmacology for Nurse, 2<sup>nd</sup> edition, Belland Bain Ltd, Glasgow</li> <li>2. Black J.M., Hawks.J.H. (2014). Keperawatan Medikal Bedah: Manajemen klinis untuk hasil yang diharapkan (3-vol set). Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd</li> <li>3. Bulecheck, G.M. &amp; Butcher, H.K. McCloskey Dochterman, J.M. &amp; Wagner, C, (2012). Nursing Intervention Classification (NIC), 6<sup>th</sup> ed. Mosby: Elsevier Inc</li> <li>4. Dudek, S.G. (2013). Nutrition essentials for Nursing Practice, 7<sup>th</sup>. Lippincott: Williams Wilkins</li> <li>5. Grodner M., Escott-Stump S., Dorner S. (2016) Nutritional Foundations and Clinical Applications: A nursing Approach. 6<sup>th</sup> edition. St. Louis: Mosby Elsevier</li> <li>6. Johnson, M., Moorhead, s., Bulecheck, G.M., Butcher, H.K., Maas, M.L. &amp; Swanson, S. (2012). NOC and NIC Linkages to NANDA-I and clinical conditions: Supporting Critical Reasoning and Quality Care, 3<sup>rd</sup> edition. Mosby: Elsevier Inc</li> <li>7. Huether S.E. and McCance K.L. (2016). Understanding Pathophysiology. 6<sup>th</sup> edition. Mosby: Elsevier Inc</li> <li>8. Lewis S.L., Dirksen S.R., Heitkemper M.M., Bucher L. (2014). Medical Surgical Nursing, Assesment, and management of Clinical Problems. 9<sup>th</sup> edition. Mosby: Elsevier Inc</li> </ol> |

9. Lynn, P. (2011). *Taylor's Handbook of Clinical Nursing Skills*. 3<sup>rd</sup> ed. Wolker Kluwer, Lippincott Williams & Wikins. Philadelphia
10. McCance, K.L. & Huether, S.E. (2013). *Patophysiology: The Biologic Basic for Disease in Adults and Children*, 7<sup>th</sup> edition. Mosby: Elsevier Inc
11. McCuiston L.E., Kee, J.L. and Hayes, E. R. (2014). *Pharmacology: A patient centered Nursing Process Approach*. 8<sup>th</sup> ed. Saunders: Elsevier Inc
12. Moorehead, S., Johnson, M., Maas, M.L., & Swanson, E. (2012). *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes*. 5<sup>th</sup>. Mosby: Elsevier Inc.
13. Nanda iNternational. (2014). *Nursing Diagnoses 2015-17: Definitions and Classification* (Nanda International). Philladelphia: Wiley Blackwell
14. Silverthorn, D.U. (2012). *Human Physiology: An Integrated Approach* (6<sup>th</sup> edition)
15. Waugh A., Grant A. (2014). *Buku Kerja Anatomi dan Fisiologi ross and Wilson*. Edisi Bahaasa Indonesia 3. Churchill Livingstone: Elsevier (Singapore) Pte. Ltd
16. Abdelaziz Mohammed, F., & Shoeib Ali, F. (2022). Effect of Early Ambulation Program on Selected Outcomes among Patients Undergoing Cardiac Surgery. *Egyptian Journal of Health Care*, 13(4), 888-904.
17. Mansyur, S., Irwan, A. M., Arafat, R., & Hardianto, Y. (2022). Effective health education methods to improve self-care in older people with chronic heart failure: A systematic review. *Health Sciences Review*, 100060.
18. Leonardsen, A. C., Gulbrandsen, T., Wasenius, C., & Fossen, L. T. (2022). Nursing perspectives and strategies in patients with respiratory insufficiency. *Nursing in Critical Care*, 27(1), 27-35.
19. Luo, X., Zhang, Y., & Chen, Q. (2022). Nursing Care Plan and Management of Patients With Acute Leukemia. *Alternative Therapies in Health & Medicine*, 28(1).

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| Module designation  | Pediatric Nursing Professional  |
| Semester(s) in which the module is taught                     | <i>1<sup>st</sup> Semester of Nurse Profession Study Program</i>  |
| Person responsible for the module                             | Maulina Handayani, S.Kp., M.Sc<br>Kustati Budi Lestari, Ns., S.Kep., M.Kep., Sp.An<br>Mardiyanti, Ns. S.Kep., M.Kep., Sp.An   |
| Language  | Bahasa Indonesia  |
| Relation to curriculum  | <i>Compulsory</i>   |
| Teaching methods  | Discussion, assignment, clinical performance, BedSide Teaching, Pre-Post Conference   |
| Workload (incl. contact hours, self-study hours)              | <u>136 hours</u> for Clinical Nursing Practice  |
| Credit points   | 3 credit points (equivalent with 5 ECTS)  |
| Required and recommended prerequisites for joining the module | None  |
| Module objectives/intended learning outcomes                  | After completing the practice of pediatric nursing profession, students are able to: <ol style="list-style-type: none"> <li>1. Communicate effectively in providing nursing care for children of various ages in the context of the family.</li> <li>2. Use the conceptual approach of child nursing: family centre care, atraumatic care, play in providing nursing care to infants and children.</li> <li>3. Perform head to toe assessment, assessment of infant and child growth and development using KPSP and DDST</li> <li>4. Use the nursing process in solving pediatric client problems at various age levels in the context of families in clinical settings with a critical, logical and ethical mindset</li> <li>5. Use ethical and legal decision-making steps for paediatric clients in the family context</li> <li>6. Collaborate various aspects in fulfilling the health needs of paediatric clients in the family context</li> </ol> |

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|                | <ol style="list-style-type: none"> <li>7. Demonstrate technical nursing skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective in paediatric clients.</li> <li>8. Carry out advocacy functions to defend the rights of clients and families to make decisions for themselves.</li> <li>9. Provide nursing care to children with the Integrated Management of Healthy Toddlers approach in the community</li> <li>10. Contribute to the development of the nursing profession</li> <li>11. Use research results to be applied in the provision of nursing care</li> </ol>  |
| <p>Content</p> | <p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1. Nursing care in children by integrating effective communication in the provision of nursing care for children with various age levels in the family context.</li> <li>2. Effective interpersonal skills in teamwork.</li> <li>3. Effective and responsible use of technology and health information.</li> <li>4. Nursing process in solving problems of paediatric clients at various age levels in the context of the family in the clinical setting.       <ol style="list-style-type: none"> <li>a. Infants and children with thermoregulatory disorders: MAS, RDS, Premature and LBW, infectious diseases (Typhoid, neonatal sepsis, NEC, febrile seizures, Morbili) hyperbilirubinemia, burns.</li> <li>b. Infants and children with impaired oxygenation due to neonatal asphyxia, RDS, ARI/Pneumonia, Asthma, Anaemia, tuberculosis, thalassemia, congenital heart defects (ToF, PDA, VSD, ASD).</li> <li>c. Infants and children with malignancy: leukaemia, retinoblastoma, rhabdomyosarcoma, malignant lymphoma, meningoencephalocele, SOL, osteosarcoma, Wilm's tumour.</li> <li>d. Infants and children with elimination disorders due to congenital abnormalities: Hirschprung, anorectal malformation, hypospadias, labiopalatoskizis, oesophageal atresia, gastroschizis and omphalochele, obstructed ileus, pyloric stenosis.</li> </ol> </li> </ol> |

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|                                    | <p>e. Infants and children with impaired fluid and electrolyte requirements: Diarrhoea, DHF, NS, acute and chronic glomerulo nephritis, Chronic and acute kidney disease.</p> <p>f. Infants and children with nutritional disorders: PEM / malnutrition, Juvenile DM, Obesity</p> <p>g. Infants and children with growth and development disorders: Autism, ADHD, mental retardation</p> <p>h. Infants and children with impaired physical safety: Meningitis, Encephalitis, Hyperbilirubinaemia, Seizures, epilepsy, fractures, appendicitis, hydrocephalus.</p> <p>i. Infants and children with psycho-social disorders</p> <p>j. Children with immune system disorders: SLE, HIV/AIDS</p> <p>5. Ethical and legal decision-making steps for paediatric clients in the family context.</p> <p>6. Multi-aspect collaboration in meeting the health needs of paediatric clients in the family context.</p> <p>7. Technical nursing skills that are in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective in paediatric clients.</p> <p>8. Critical, logical and ethical mindset in developing nursing care for paediatric clients in the family context.</p> <p>9. Advocacy function to defend the rights of clients and families to make decisions for themselves.</p> <p>10. Integration of Islam in paediatric nursing</p> |
| Examination forms                  | <ol style="list-style-type: none"> <li>1. SOCA- Mini CEX -Mini CEX (Clinical Exam)</li> <li>2. Portofolio</li> <li>3. Logbook</li> <li>4. Direct Observation of procedure Skills (DOPS)</li> <li>5. Professional Attitude</li> </ol>   |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>The total score minimum 70</i></li> </ol>   |

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|              | 3. <i>not commit acts of fraud such as cheating or other acts of fraud</i>   |
| Reading list | <p><i>Reading Lists</i></p> <p><i>Al-Qur;an Al-Karim &amp; terjemahan</i><br/> <i>Burn, C.E., Dunn, A.M., Brady,M.A., Starr N.B., Blosser C.G. (2013). Pediatric Primary Care. 5th edition. Saunders: Elsevier Inc.</i></p> <p><i>Ball, J.W., Bindler, R.C., and Cowen, K.J., (2010). Child Health Nursing. Partnering with children and families (second edition). New Jersey, Pearson Education Ltd.</i></p> <p><i>Hockenberry, M.J. &amp; Wilson,D. (2014). Wong’s Nursing Care of Infant and Children. 10th edition.Mosby: Elsevier Inc.</i></p> <p><i>Hockenberry, M.J. &amp; Wilson, D. (2013). Wong’s Essentials of Pediatric Nursing. 9th edition. Mosby: Elsevier Inc.</i></p> <p><i>Marcdante K.J., Kliegman R.M., Jenson H.B., Behrman R.E. (2014) Nelson Ilmu Kesehatan Anak Esensial, Edisi Indonesia 6. Saunders: Elsevier (Singapore) Pte Ltd</i></p> <p><i>Mott, S.R. et,al, (1990). Nursing Care of Children and Families. Redwood city : Addison</i></p> <p><i>Wesley. Pillitteri, A., (1999). Maternal &amp; Child Health Nursing : Care of The Childbearing &amp; Childrearing Family. Third Edition. Philadelphia : J.B. Lippincott.</i></p> <p><i>Pott, NL., and Mandleco, BL., (2002). Pediatric Nursing : Caring for Children and Their Families.United State : Thomson Learning.</i></p> <p><i>Wholey L.F. And D.L. Wong, (2007). Nursing Care of Infants and Children. St. Louis : Mosby year Book.</i></p> <p><i>Depkes RI . (2010). Buku Saku Pelayanan Kesehatan Neonatal Esensial, Pedoman Teknis Pelayanan Kesehatan Dasar. Jakarta: Depkes RISDIDKT Kemenkes RI, 2015</i></p> <p><i>Buku MTBS dan MTBM Kemenkes RI, 2022</i></p> <p><i>Buku Standar Diagnosis Keperawatan Indonesia (2016). PPNI</i></p> <p><i>Buku Standar Luaran Keperawatan Indonesia (2018). PPNI</i></p> <p><i>Buku Standar Intervensi Keperawatan Indonesia (2018). PPNI</i></p> |

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|  | <i>Buku Standar Prosedur Operasional Keperawatan Indonesia. (2021).</i> |
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| Module designation  | Psychiatric Nursing Professional   |
| Semester(s) in which the module is taught                     | <i>1<sup>st</sup> Semester of Nurse Profession Study Program</i>   |
| Person responsible for the module                             | Ns. Eni Nuraini Agustini, M.Sc., PhD<br>Ns. Fajriyah, M.Kep. Sp. Kep., J.  |
| Language  | Bahasa Indonesia   |
| Relation to curriculum  | <i>Compulsory</i>  |
| Teaching methods  | Discussion, assignment, clinical performance, BedSide Teaching, Pre-Post Conference  |
| Workload (incl. contact hours, self-study hours)              | <u>136 hours</u> for Clinical Nursing Practice   |
| Credit points   | 3 credit points (equivalent with 5 ECTS)   |
| Required and recommended prerequisites for joining the module | None   |
| Module objectives/intended learning outcomes                  | After completing the course students will be able to <ol style="list-style-type: none"> <li>1. Demonstrate the psychiatric nursing process and therapeutic communication skills with clients who are experiencing low self-esteem and social Isolation.</li> <li>2. Demonstrate the psychiatric nursing process and therapeutic communication skills with clients who are experiencing delusions and hallucinations.</li> <li>3. Demonstrate the psychiatric nursing process and therapeutic communication skills to clients exhibiting aggressive and suicidal behavior</li> <li>4. Demonstrate the psychiatric nursing process and therapeutic communication skills with clients who are experiencing disturbances in personal hygiene</li> <li>5. Demonstrate the psychiatric nursing process and Modality therapies to all clients.</li> </ol> |
| Content   | The Psychiatric Nursing Professional program focuses on providing nursing care for patients with mental health conditions such as schizophrenia, mania, and depression, which impact human responses and alter basic human needs. Students will learn about:   |



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|                                    | <ul style="list-style-type: none"> <li>● therapeutic communication in the process of providing mental health care, whether it's healthy, at risk, and disorders</li> <li>● the attitude of teamwork, critical thinking and problem solving in providing mental nursing care</li> <li>● the latest issue of psychiatric nursing concepts through the form of Scientific Journal Presentations</li> <li>● the concept of psychiatric nursing in conducting Group Activity Therapy</li> <li>● psychiatric nursing concepts in conducting Rehabilitation Therapy</li> </ul>   |
| Examination forms                  | <ol style="list-style-type: none"> <li>1. SOCA- Mini CEX -Mini CEX (Clinical Exam)</li> <li>2. Portofolio</li> <li>3. Logbook</li> <li>4. Multisource feedback</li> <li>5. Direct Observation of procedure Skills (DOPS)</li> </ol>   |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>100% attendance during Psychiatric Nursing Professional practice</i></li> <li>2. <i>The total score minimum 70 of Psychiatric Nursing Clinical Performance</i></li> <li>3. <i>Not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>  |
| Reading list                       | <p><i>Reading Lists</i></p> <ol style="list-style-type: none"> <li>1. <i>Al-Qur'an Al-Karim &amp; translation</i></li> <li>2. <i>Hamid,, A.Y.S &amp; Ibrahim, K. (2017). Pakar Teori Keperawatan dan Karya Mereka. Mosby: Elsevier. Terjemahan dari Nursing Theorists and their Work, 8 edition by Martha Alligood Raile.</i></li> <li>3. <i>Hawari, Dadang. (2012). Psikometri Alat Ukur (Skala) Kesehatan Jiwa. Fakultas Kedokteran Universitas Indonesia</i></li> <li>4. <i>Kemenkes, R. I. (2018). Riset Kesehatan Dasar 2013. Ministry of Health Republic of. Indonesia</i></li> <li>5. <i>PPNI (2016). Standar Diagnosis Keperawatan Indonesia (SDKI): Definisi dan Indikator Diagnostik, Edisi 1 Cetakan III (Revisi). Jakarta: DPP PPNI</i></li> <li>6. <i>PPNI (2016). Standar Intervensi Keperawatan Indonesia (SIKI): Definisi dan Tindakan Keperawatan, Edisi 1 Cetakan II (Revisi). Jakarta: DPP PPNI</i></li> <li>7. <i>PPNI (2016). Standar Luaran Keperawatan Indonesia (SLKI): Definisi dan Kriteria Hasil Keperawatan Edisi 1 Cetakan II (Revisi). Jakarta: DPP PPNI</i></li> </ol> |

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|  | <p>8. Rusydi, Ahmad. (2015). <i>Kecemasan dan Psikoterapi Spiritual Islam: Dari Spiritual Disorder hingga Persoalan Eksistensi Menuju Kesehatan Psiko-Spiritual</i>. Istana Publishing</p> <p>9. Shives, L. R. (2011). <i>Basic Concepts of Psychiatric-Mental Health Nursing</i>. Wolters Kluwer Health: Lippincott Williams &amp; Wilkins, Philadelphia.</p> <p>10. Stuart, Gail Wiscarz. (2013). <i>Principles and Practice of Psychiatric Nursing 10th Edition</i>. St.Louis Missouri. Mosby Elsevier.</p> <p>11. Townsend, Marry C. (2013). <i>Essential Psychiatric Nursing</i>. Davis Plus.</p> <p>12. <i>Undang-Undang Keperawatan Jiwa &amp; Kesehatan Jiwa Indonesia tahun 2014</i>.</p> <p>13. Varcarolis, E.M., Halter, M.J. (2010). <i>Foundation of Psychiatric Mental Health Nursing</i>. 6th ed. St. Louis, MO: Mosby Elsevier.</p> <p>14. Videbeck SL. (2011). <i>Psychiatric Mental Health Nursing China: Wolter Kluwer Health/Lippincott Williams &amp; Wilkins</i>.</p> <p>15. Young C, &amp; Koopsen C. (2011). <i>Spirituality, health, andhealing: An integrative approach</i>. 2nd ed. Sudbury: Jones and Bartlett Publishers, LLC.</p> <p>16. Walker, Sandra. (2015). <i>Psychosocial Interventions in Mental Health Nursing</i>. SAGE: London</p> |
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| Module designation  | <i>Family and Community Nursing Professional</i>   |
| Semester(s) in which the module is taught                     | <i>2<sup>nd</sup> Semester of Nurse Profession Study Program</i>   |
| Person responsible for the module                             | Teaching Team<br>Ns. Dini Tryastuti, M.Kep., Sp.Kep.Kom<br>Dr. Uswatun Khasanah<br>Karyadi, PhD<br>Ns. Waras Budi Utomo, MKM   |
| Language  | Bahasa Indonesia   |
| Relation to curriculum  | <i>Compulsory</i>  |
| Teaching methods  | <i>Community and family Site Teaching, Discussion, Observation, direct care to family and community, Case Conference</i>   |
| Workload (incl. contact hours, self-study hours)              | 226,67 hours   |
| Credit points   | 5 SKS x 1,68 credits ECTS = 9 ECTS   |
| Required and recommended prerequisites for joining the module | - <i>None</i>  |
| Module objectives/intended learning outcomes                  | After completing the course, Students will be able to: <ol style="list-style-type: none"> <li>1. Communicate effectively in providing nursing care to individuals within the family or the family as a whole unit.</li> <li>2. Utilize effective interpersonal skills with families.</li> <li>3. Use health technology and information effectively and responsibly.</li> <li>4. Apply the nursing process to solve family-related issues with an Islamic approach.</li> <li>5. Collaborate with community stakeholders in delivering family nursing care.</li> <li>6. Use ethical and legal decision-making steps in planning family planning programs.</li> <li>7. Provide culturally sensitive care, respecting the ethnicity, religion, or other factors of each family member.</li> <li>8. Collaborate various aspects to meet the health needs of families.</li> <li>9. Demonstrate nursing technical skills in accordance with established standards or in creative and innovative ways to ensure efficient and effective service delivery.</li> </ol> |

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|                                    | <ol style="list-style-type: none"> <li>10. Develop creative interventions aligned with family capabilities, particularly in promotive and preventive aspects.</li> <li>11. Cultivate critical, logical, and ethical thinking in developing family nursing care.</li> <li>12. Deliver high-quality, holistic, continuous, and consistent family nursing care.</li> <li>13. Fulfill the advocacy role to protect family rights in making decisions for themselves.</li> <li>14. Consistently maintain a safe environment through the use of quality management and risk management strategies.</li> <li>15. Support the care team by upholding the accountability of the nursing care provided.</li> <li>16. Create a conducive work environment by fostering partnerships with other health professionals and policymakers in the community.</li> <li>17. Develop self-potential related to skills in interventions to enhance professional capabilities.</li> <li>18. Contribute to advancing the nursing profession by building partnership networks with various institutions concerned with family care, both nationally and internationally.</li> <li>19. Apply research findings to family nursing care practices.</li> <li>20. Deliver complementary/modalities therapy based on the family's needs.</li> </ol> |
| Content                            | <p>The Family and Community Nursing Professional Program focuses on professional nursing care for primary, secondary, and tertiary prevention for families facing actual, risk-based, and potential health problems. Family and Community nursing care is provided through various approaches, such as family empowerment, implementing government policies by collaborating with cross-program and cross-sectoral entities, performing advocacy functions, and making legal and ethical decisions using the latest research related to family and community nursing. The implementation of family and community nursing care involves applying knowledge, attitudes, and skills related to Islamic nursing practices, emphasizing good moral conduct (akhlaq al-karimah) and the application of Islamic nursing fiqh.</p>  |
| Examination forms                  | SOCA- Mini CEX, Portofolio, logbook, Direct Observation of Procedure Skills (DOPS)  |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>Completed 80% structured academic assignment</i></li> <li>3. <i>not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>  |

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| Reading list | <ol style="list-style-type: none"> <li>1. Allender, J.A. &amp; Spradley, B.W. (2005). Community health nursing promoting and protecting the public's health. 6 ed. Philadelphia: Lippincott Williams &amp; Wilkins.</li> <li>2. Anderson, E.T., &amp; McFarlane, J. (2004). <i>Community as a partner : Theory and Practice in nursing</i>. 4" ed. Lippincott Williams &amp; Wilkins</li> <li>3. Eugesti, CS. Guire, L.S, Stone CS, (2002). Comprehensive community health nursing family, aggregate, &amp; community Practice. St. Louis: Mosby</li> <li>4. Friedman, M.M., Bowden, V.R., &amp; Jones, E.G. (2013). Family nursing research, theory and practice New Jersey: Prentice Hall (Wajib)</li> <li>5. Gordis, Leon. (1996). Epidemiology. Toronto: WB. Saunders Company</li> <li>6. Hitchcock, J.E. Schubert, P.E. &amp; Thomas, S.A. (2004) Community health nursing: Caring in action. Albany: Delmar Publisher</li> <li>7. Kaakinen, Gedaly-Duff, Cocehlo &amp; Hanson (2010). Family health care nursing; Theory, practice e Research. Philadelphia: FA Davis Company</li> <li>8. Maglaya, A.S. (2015). Nursingpractice in the community. 5" Ed. Marikina City: Argonauta Corporation. (Wajib)</li> <li>9. Mc. Muray. A (2003). Community health &amp; wellness a socioecological approach. St Louis: Mosby</li> <li>10. Nies, M.A., &amp; McEwen, M.M, (2001) Community health nursing promoting the health ofpopulation, Washington: WB Saunders Company</li> <li>11. Neufeld &amp; Harrison (2010). Nursing andfamily care giving: social support and non support. New York: Springer publishing company. (Wajib)</li> <li>12. Pender, N.J, Murdaugh C.L, &amp; Parsons. (2002). Healthpromotion in nursing Practice, 4" ed. New Jersey: Prentice Hall.</li> <li>13. Stanhope, M and Lancaster, J. (2009). Community public health nursing. St Louis The Mosby Year Book.</li> <li>14. Wright &amp; Leahey (2009). Nurses and families: A guide to family assessment and intervention."ed. Philadelphia: FA. Davis Company. (Wajib)</li> <li>15. Allender, J.A. &amp; Spradley, B.W. (2005). Community health nursing promoting and protecting the public's health. 6 ed. Philadelphia: Lippincott Williams &amp; Wilkins.</li> <li>16. Anderson, E.T., &amp; McFarlane, J. (2004). <i>Community as a partner : Theory and Practice in nursing</i>. 4" ed. Lippincott Williams &amp; Wilkins <b>(Wajib)</b></li> <li>17. Edelman, C.L &amp; Mandle C.L. (2006). Health promotion throughout the life <i>span</i>. St. Louis: Mosby</li> <li>18. Eugesti, CS. Guire, L.S, Stone CS, (2002). Comprehensive community health nursing family, aggregate, &amp; community Practice. St. Louis: Mosby</li> <li>19. Friedman, M.M., Bowden, V.R., &amp; Jones, E.G. (2013). <i>Family nursing research, theory and practice</i> New Jersey: Prentice Hall <b>(Wajib)</b></li> </ol> |

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|  | <p>20. Gordis, Leon. (1996). <i>Epidemiology</i>. Toronto: WB. Saunders Company</p> <p>21. Hitchcock, J.E. Schubert, P.E. &amp; Thomas, S.A. (2004) <i>Community health nursing: Caring in action</i>. Albany: Delmar Publisher</p> <p>22. Kaakinen, Gedaly-Duff, Cocehlo &amp; Hanson (2010). <i>Family health care nursing; Theory, practice eResearch</i>. Philadelphia: FA Davis Company</p> <p>23. Maglaya, A.S. (2015). <i>Nursingpractice in the community</i>. 5" Ed. Marikina City: Argonauta Corporation.</p> <ul style="list-style-type: none"> <li>○ <b>(Wajib)</b></li> </ul> <p>24. Mc. Muray. A (2003). <i>Community health &amp; wellness a socioecological approach</i>. St Louis: Mosby</p> <p>25. Nies, M.A., &amp; McEwen, M.M, (2001) <i>Community health nursing promoting the health ofpopulation</i>, Washington: WB Saunders Company</p> <p>26. Neufeld &amp; Harrison (2010). <i>Nursing andfamily care giving: social support and non support</i>. New York: Springer publishing company. <b>(Wajib)</b></p> <p>27. Pender, N.J, Murdaugh C.L, &amp; Parsons. (2002). <i>Healthpromotion in nursing Practice, 4" ed</i>. New Jersey:Prentice Hall.</p> <p>28. Stanhope, M and Lancaster, J. (2009). <i>Community public health nursing</i>. St Louis The Mosby Year Book.</p> <p>29. Wright &amp; Leahey (2009). <i>Nurses and families: A guide to family assessment and intervention</i>."ed. Philadelphia: FA. Davis Company. <b>(Wajib)</b></p> |
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| Module designation  | Nursing Management Professional  |
| Semester(s) in which the module is taught                     | <i>2nd Semester of Nurse Profession Study Program</i>  |
| Person responsible for the module                             | Teaching Team<br>Maftuhah, Ph.D  |
| Language  | Bahasa Indonesia   |
| Relation to curriculum  | <i>Compulsory</i>  |
| Teaching methods  | pre post conference learning activities, case studies, case seminars, journal reading, case reports, hand overs, project based   |
| Workload (incl. contact hours, self-study hours)              | <u>136 hours</u> for Clinical Nursing Practice   |
| Credit points   | 3 ECTS   |
| Required and recommended prerequisites for joining the module | <i>none</i>  |
| Module objectives/intended learning outcomes                  | <p>After complementing the course, student will be able to:</p> <ol style="list-style-type: none"> <li>1. Manage a group of clients while considering legal and ethical aspects of nursing, cultural sensitivity, and Islamic values</li> <li>2. Integrate the concepts of caring, universal precautions, and therapeutic communication in the management of a group of clients and in managing the care unit</li> <li>3. Apply logical and ethical thinking patterns in making legal and ethical decisions in nursing care, as well as in managerial nursing and service management</li> <li>4. Respect differences in ethics, religion, and other factors of each client and their family.</li> <li>5. Apply interpersonal skills, effective communication, and collaborate with other health professionals in managing nursing care and care unit management</li> <li>6. Identify their own potential for professional development</li> <li>7. Integrate research findings and technology into nursing care and care unit management</li> <li>8. Demonstrate technical nursing skills according to applicable standards for clients of various ages in emergency and critical conditions</li> <li>9. Apply leadership and nursing management functions</li> </ol> |
| Content   | <i>The Professional Practice in Nursing Management is a program designed to guide students in adapting to the profession by applying management and leadership concepts in nursing services that align with current conditions. This course covers planning, organizing,</i>   |

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|                                    | <p><i>directing, and controlling, with an emphasis on implementing various effective leadership styles. During the practice, students initiate effective and innovative changes in nursing care and services. This Nursing Management PPN course serves as an application of knowledge, attitudes, and skills related to Islamic nursing practices, prioritizing moral excellence (akhlaq al-karimah) and the application of Islamic nursing jurisprudence (fiqh) in healthcare services. The practice is conducted over 10 days.</i></p>   |
| Examination forms                  | <p>SOCA- Mini CEX, Portofolio, logbook, Direct Observation of Procedure Skills (DOPS)</p>   |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>Completed 80% structured academic assignment</i></li> <li>3. <i>not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>  |
| Reading list                       | <ol style="list-style-type: none"> <li>1. Bessie L. Marquis, (2020), Leadership Roles and Management Functions in Nursing: Theory and Application, 10th Edition, Wolters Kluwer</li> <li>2. Diane Huber &amp; M. Lindell Joseph (2021) Leadership and Nursing Care Management, 7th Edition, Elsevier Pub</li> <li>3. Murray Elizabeth. J., (2017), Nursing Leadership and Management for Patient Safety and Quality Care, F.A Davis Company, Philladephia</li> <li>4. Kamalia, L., Said, A., Risky, S., (2020),Manajemen Keperawatan (Nursing Management), Media Sains Indonesia</li> <li>5. Peter Ellis, (2019), Leadership, Management and Teamworking in Nursing, 3th edition, Sage Pub</li> <li>6. Peter G. Northouse, (2017), Introduction to Leadership Concept and Practice, Sage Pub.</li> <li>7. Weberg, D., Mangold, K., O'Grady, T.P., Malloch, K., (2019), Leadership in Nursing Practice: Changing the Landscape of Health Care, Third Edition, Navigate Pub.</li> <li>8. Yoder-Wise, P, Kowalski, K &amp; Sportsman, S, (2020), The Leadership Trajectory, Developing Legacy Leaders-Ship, 1st Edition, Elsevier Pub</li> <li>9. Yadav, H., Kim, H., Hashim, M., Saad, Z., (2019), Nursing Management, 2nd Edition, Oxford University Press</li> <li>10. Weiss, S.A., Tappen, R.M., Grimley, K. A., (2019), Essentials of Nursing Leadership and Management, 7th Edition, F.A Davis Company, Philladephia</li> <li>11. Roussel, L., Tomas, P.L., Harris, J.L., (2019), Management and Leadership for Nurse Administrators, 8th Edition, Jones &amp; Bartlett Learning, LLC, an Ascend Learning Company</li> </ol> |



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| Module designation  | Emergency and Critical Nursing Professional  |
| Semester(s) in which the module is taught                     | <i>2nd Semester of Nurse Profession Study Program</i>  |
| Person responsible for the module                             | Teachig Team<br>Dr. Ita Yuanita, M.Kep<br>Nia Damiati, Ph.D<br>Ernawati, M.Kep., Sp.KMB<br>Nadhia Elsa Silviani, M.Kep<br>Adelina Vidya Ardiyati, M.Kep., Sp.KMB   |
| Language  | Bahasa Indonesia   |
| Relation to curriculum  | Compulsory   |
| Teaching methods  | <i>Bed Site Teaching, Case study, conference</i>   |
| Workload (incl. contact hours, self-study hours)              | 136 hours  |
| Credit points   | 5 ECTS   |
| Required and recommended prerequisites for joining the module | <i>No</i>  |
| Module objectives/intended learning outcomes                  | After complementing the course, Students are able to: <ol style="list-style-type: none"> <li>1. Demonstrate good attitudes/behavior.</li> <li>2. Provide nursing care for emergency cases (Airway, Breathing, Circulation, Disability) across all life stages, in accordance with legal and ethical nursing principles, and based on universal Islamic values and evidence-based practice.</li> <li>3. Provide nursing care for critical cases across all life stages, in accordance with legal and ethical nursing principles, and based on universal Islamic values and evidence-based practice.</li> <li>4. Demonstrate nursing skills in emergency and critical situations by applying patient safety principles and utilizing technology.</li> <li>5. Use effective interpersonal skills and communication in delivering nursing care and working within a team.</li> </ol> |
| Content   | Emergency and Critical Care Nursing is a professional practice course that focuses on the application of nursing care, grounded in ethical and legal principles, for clients experiencing emergency and critical conditions across all age groups. This care is integrated with Islamic values, ethical-legal concepts, and patient safety. All students will be   |

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|                                    | provided with learning experiences in critical and emergency care settings in hospitals..  |
| Examination forms                  | SOCA- Mini CEX, logbook, Direct Observation of Procedure Skills (DOPS), professional behaviour   |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>Completed 80% structured academic assignment</i></li> <li>3. <i>not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>   |
| Reading list                       | <p>Utama :</p> <ol style="list-style-type: none"> <li>a. PPNI (2016) Standar Diagnosa Keperawatan Indonesia. PPNI</li> <li>b. PPNI (2017) Standar Intervensi Keperawatan Indonesia. PPNI</li> <li>c. PPNI (2017). Stadar Luaran Keperawatan Indonesia. PPNI</li> <li>d. Burghardt et.al. (2012). <i>Critical Care Nursing Made Incredibly easy</i>. USA Lippincott William &amp; Wilkins</li> <li>e. Tscheschlog &amp; Jauch (2015). <i>Emergency Nursing Made Incredibly Easy</i>. 2<sup>nd</sup> Edition. Philadelphia: Wolter Kluwer</li> <li>f. Booker (2015). <i>Critical Care Nursing Monitoring and Treatment for Advanced Nursing Practice</i>. USA: Wiley Blackwell</li> <li>g. Landrum (2012). <i>Fast Fact for The Critical Care Nurse</i> Critical Care Nursing in a Nutshell. New York: Springer Publisher</li> <li>h. Tim zikir (2007). <i>Fikih orang Sakit Tanya Jawab Seputar Ibadah Orang Sakit</i>. Solo: Media Zikir</li> <li>i. Adamu Faruk (2012). <i>Medicine in Qur'an and Sunnah</i>. Ibadan : Safari Books</li> <li>j. Ita Yuanita, Mardiyanti, Fahri (2023). <i>Panduan praktik Qiraah Ibadah dalam keperawatan, 2023</i></li> </ol> <p>Pendukung</p> <ol style="list-style-type: none"> <li>a. Jevon &amp; Ewens (2009). <i>Pemantauan Pasien Kritis</i> (terjemahan). 2<sup>nd</sup> Edition. Jakarta: Erlangga</li> <li>b. Oman, Mc Lain, Scheetz (2008). <i>Panduan Belajar Keperawatan Emergensi (terjemahan)</i>. Jakarta: buku Kedokteran EGC</li> <li>c. Yafie et.al. <i>Sakit menguatkan Iman Uraian Pakar Medis dan Spiritual</i>.</li> </ol> |

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|  | <ul style="list-style-type: none"><li>d. Nanda International (2011). <i>Nursing Diagnoses Definitions and Classification 2012-2014</i>. USA: Wiley Blackwell</li><li>e. Bulechek et al. (2013). <i>Nursing Intervention Classification (NIC)</i>. 6<sup>th</sup> Edition. St. Louis : Elsevier</li><li>f. Tamboyang (2000). <i>Patofisiologi Untuk Keperawatan</i>. Jakarta : EGC</li><li>g. Rdin &amp; Kaplow (2010). <i>Cardiac Surgery Essential for Critical Care Nursning</i>. Canada : Jones &amp; Bartlett</li></ul> |
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| Module designation  | Gerontologic Nursing Professional   |
| Semester(s) in which the module is taught                     | 2 <sup>nd</sup> semester of Nurse Profession Study Program  |
| Person responsible for the module                             | Teaching Team<br>Dr. Uswatun Khasanah, MNS<br>Ns. Dini Tryastuti, M.Kep., Sp.Kep.Kom<br>Karyadi, PhD<br>Waras Budi Utomo, MKM   |
| Language  | Bahasa Indonesia  |
| Relation to curriculum  | <i>Compulsory</i>   |
| Teaching methods  | Community and family Site Teaching, Discussion, Observation, direct care to family and community, Case Conference   |
| Workload (incl. contact hours, self-study hours)              | 226,67 hours  |
| Credit points   | 2 sks x 1,68 credits ECTS= 3 ECTS   |
| Required and recommended prerequisites for joining the module | <i>None</i>   |
| Module objectives/intended learning outcomes                  | After completing the course, Students will be able to:<br><br>- Communicate and collaborate effectively in providing nursing care to elderly clients.<br><br>- Apply the nursing process to solve elderly clients' health issues using an Islamic approach, focusing on common geriatric health problems.<br><br>- Provide culturally sensitive care by respecting the ethnicity, religion, or other unique factors of each elderly client.<br><br>- Collaborate on various aspects to meet the health needs of elderly clients.<br><br>- Demonstrate nursing technical skills in accordance with applicable standards. |

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|                                    | <ul style="list-style-type: none"> <li>- Fulfill the advocacy role to protect the rights of clients, ensuring they can make decisions for themselves.</li> <li>- Consistently maintain a safe environment by using quality management and risk management strategies .</li> <li>- Apply research findings to nursing care practices</li> </ul>   |
| Content                            | <p>Gerontologic Nursing Professional program focuses on professional nursing care for primary, secondary, and tertiary prevention for individuals facing actual, high-risk, and potential health problems. Gerontologic nursing care is provided through various approaches, such as family empowerment, implementing government policies by collaborating with cross-program and cross-sectoral entities, performing advocacy functions, and making legal and ethical decisions using the latest research related to gerontological nursing. The implementation of gerontological nursing care involves applying knowledge, attitudes, and skills related to Islamic nursing practices, emphasizing good moral conduct (akhlaq al-karimah) and the application of Islamic nursing fiqh.</p> |
| Examination forms                  | SOCA- Mini CEX, Portofolio, logbook, Direct Observation of Procedure Skills (DOPS)   |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>Completed 80% structured academic assignment</i></li> <li>3. <i>not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>   |
| Reading list                       | <ol style="list-style-type: none"> <li>1. Kholofah, Siti Nur. 2016. Keperawatan Gerontik. Kementerian Kesehatan RI: Jakarta.</li> <li>2. Ratnawati, Emmelia, Asuhan Keperawatan Gerontik. Pustaka Baru Press: Yogyakarta</li> <li>3. Padila. Buku Ajar Keperawatan Gerontik. Medical Book: Yogyakarta.</li> <li>4. Stanlet, M., &amp; Beare, Patricia Gauntlett. Buku Ajar Keperawatan Gerontik. Edisi 2. EGC: Jakarta</li> <li>5. Mauk, Kristen L. Gerontology Nursing. Competencies for Care. 3<sup>rd</sup> Ed. Jones and Barlett Learning. Burlington.</li> </ol>  |

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| Module designation  | <i>Complementary Nursing</i>   |
| Semester(s) in which the module is taught                     | <i>2<sup>nd</sup> Semester</i>   |
| Person responsible for the module                             | <i>Teaching Team</i><br><i>Ns. Mardiyanti., Mkep., MDS</i><br><i>Ratna Pelawati., M.Biomed</i><br><i>Ns. Kustati Budi Lestari., Mkep., Sp.An</i><br><i>Dr. Ita Yuanita., MKep</i>  |
| Language  | Bahasa Indonesia   |
| Relation to curriculum  | <i>Compulsory</i>  |
| Teaching methods  | <i>Discussion, assignment, clinical performance, Bedside Teaching, Pre-Post Conference</i>   |
| Workload (incl. contact hours, self-study hours)              | 91 hours   |
| Credit points   | 2 sks x 1,68 credits ECTS= 3 ECTS  |
| Required and recommended prerequisites for joining the module | <i>none</i>  |
| Module objectives/intended learning outcomes                  | After completing the course students will be able to <ul style="list-style-type: none"> <li>1. Demonstrate the psychiatric nursing process and therapeutic communication skills with clients who are experiencing low self-esteem and social Isolation.</li> <li>1. Provide culturally sensitive nursing care which integrates complementary therapy as one of the nursing intervention as form of devotion to Allah SWT</li> <li>2. Implement Knowledge and technology of complementary therapy (bekam, herbal, acupressure, refleksi, ruqyah) in nursing care by considering ethic and legal aspect</li> <li>3. Develop knowledge and complementary skill, problem solving skill, communication and responsibility skill of its profession.</li> </ul> |
| Content   | The Complementary Professional Nursing Practice course is designed to help students understand the professional role of a nurse who can apply and develop complementary knowledge in holistic nursing care, based on scientific evidence and Islamic teachings. Additionally, it enables students to utilize complementary approaches to maintain and improve community health and preserve national culture.  |

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|                                    | <p>This course provides practical field experience related to traditional health services (Yankestrad) at health centers and clinics, as well as the application of herbal therapy, acupressure, and cupping therapy as part of nursing care. The course is offered in the first semester over a period of 10 days. The learning method used is student-centered learning, with case study and group discussion strategies. Evaluations include observation of actions (supervised) and SOCA (case management response).</p>   |
| Examination forms                  | <ul style="list-style-type: none"> <li>- SOCA mini check: 30%</li> <li>- Case study report 30%</li> <li>- DOPS 40%</li> </ul>  |
| Study and examination requirements | <p><i>Before written exam, students are required:</i></p> <ol style="list-style-type: none"> <li>1. 100% attendance</li> <li>2. not commit acts of fraud such as cheating or other acts of fraud</li> </ol>  |
| Reading list                       | <p><b>1. Primary Resource:</b></p> <ol style="list-style-type: none"> <li>1. Kementerian Kesehatan RI. 2016. <i>Buku Saku 1 Petunjuk Praktis Toga Dan Akupresur</i>. Jakarta : Kementerian Kesehatan RI.</li> <li>2. Kementerian Kesehatan RI. 2016. <i>Modul pelayanan akupresure bagi tenaga kesehatan di puskesmas</i>. Jakarta : Kementerian Kesehatan RI.</li> <li>3. Ibnu Qoyyim Al-Jauziyah (2020). <i>Metode Pengobatan Nabi</i>. Griya Ilmu: Jakarta.</li> <li>4. <i>Complementary Therapies in Nursing and Midwifery from vision to reality</i>. McCabe, P. Victoria: Ausmed Publication</li> <li>5. <i>Complementary and Alternative Therapy in Nursing</i> (8<sup>th</sup> Ed). Syder &amp; Lindquist. New York: Springer Publishing</li> <li>6. Widada, W. 2010. Pengaruh Bekam terhadap Peningkatan Deformabilitas Eritrosit pada Perokok, Tesis, Program Pascasarjana Universitas Airlangga Surabaya.</li> <li>7. Widada, W. 2011. <i>Terapi Bekam sebagai Solusi Cerdas Mengatasi Radikal Bebas Akibat Rokok</i>, Bandung : Lubuk Agung.</li> <li>8. Pelawati,R., Widada, W., Wulandari, E., Mardiyanti, Samsiah (2022). Does Hijamah (cupping therapy) has a therapeutic effect on lipid profiles and apolipoprotein in hypercholesterolemic patients?" <i>Journal Keperawatan Soedirman</i></li> <li>9. <a href="#">Effects of Spiritual Therapy (Ruqyah) on Sleep Quality of Elderly People Living in a Nursing Home</a></li> </ol> |

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|  | <p>Mardiyanti, S Mulya Pratiwi the 2nd International Conference on Health Science, ICHS 2022, 100</p> <p>10. Mardiyanti, M., Khasanah, U., &amp; Sanjaya, A. (2021, August). The effect of reciting sholawat burdah on the anxiety level of parents with a hospitalized child in Tangerang district hospital, Indonesia. In <i>ICHS 2020: Proceedings of the 1st International Conference on Health Science, ICHS 2020, 26-27 October 2020, Jakarta, Indonesia</i> (Vol. 17, No. 25, p. 120). European Alliance for Innovation.</p> |
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| Module designation  | <i>Final Paper (internship Program)</i>  |
| Semester(s) in which the module is taught                     | <i>Second semester</i>   |
| Person responsible for the module                             | Maftuhah, M.Kep., Ph.D<br>Dr. Ita Yuanita, M.Kep.<br>Karyadi, M.Kep., Ph.D<br>Ns. Dini Tryastuti, M.kep., Sp.Kep. Kom<br>Yenita agus, M.Kep., Ph.D<br>Ratna Pelawati, S.Kp., M.Biomed<br>Ns. Puspita Palupi, M.Kep., Sp.Mat<br>Ns. Waras Budi Utomo, MKM<br>Ns. Eni Nuraini, M.Sc., Ph.D<br>Ns. Maulina Handayani, M.Sc.<br>Ernawati, M.Kep., Sp.KMB.<br>Irma Nurbaeti, M.Kep., Sp.Mat., Ph.D<br>Dr. Ns. Uswatun Khasanah, MNS<br>Nia Damiati, MSN, Ph.D<br>Ns. Mardiyanti, M.Kep., MDS<br>Ns. Kustati Budi L. M.Kep., Sp. Kep. An<br>Ns. Adelina Vidya A., M.Kep., Sp. KMB<br>Ns. Nadia Elsa Silviani, M.Kep. |
| Language  | Indonesian Language  |
| Relation to curriculum  | Compulsory   |
| Teaching methods  | <i>Discussion, Guide the student research (case study)</i>   |
| Workload (incl. contact hours, self-study hours)              | 91 hours   |
| Credit points   | 3 ECTS   |
| Required and recommended prerequisites for joining the module | <i>No</i>  |
| Module objectives/intended learning outcomes                  | Students are able to write a scientific paper about nursing care using a scientific approach, such as nursing care plan for Individual or Family in specialty area (medical surgical, psychiatric/mental health, pediatric, maternity, gerontic nursing, and community nursing)  |
| Content   | Students observe phenomena in hospitals, health centers, elderly care homes, or within families. They then conduct research using the case study method based on the phenomenon found in their area of interest. Eventually, the   |

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|                                    | research findings are written in the form of a manuscript ready for publication in a journal.   |
| Examination forms                  | Oral Defense  |
| Study and examination requirements | <ol style="list-style-type: none"> <li>1. <i>Minimum attendance of 100%</i></li> <li>2. <i>Completed 100% structured academic assignment</i></li> <li>3. <i>not commit acts of fraud such as cheating or other acts of fraud</i></li> </ol>   |
| Reading list                       | <ol style="list-style-type: none"> <li>1. Prodi Ners (2022). Panduan Karya Ilmiah Akhir Program Profesi Ners UIN Syarif Hidayatullah</li> <li>2. Morresey, P. R. (2019). How to write a clinical case report. <i>Equine Veterinary Education</i>, 31(12), 620–623. <a href="https://doi.org/10.1111/eve.13026">https://doi.org/10.1111/eve.13026</a></li> <li>3. Yin Robbert K (2018). Case Study Research and Applications: desain and methods. 6<sup>th</sup> edition. Los Angeles: sage</li> </ol> |

